



AUSTRALIA PACIFIC  
TRAINING COALITION

Creating Skills For Life

# HOW PSET CHANGE HAPPENS: VANUATU STAKEHOLDER PERSPECTIVES

VANUATU JULY 2019





# FOREWORD



**This report is the outcome of an intensive consultation with a broad range of stakeholders in Vanuatu from Government, Training providers, Industry representatives and Disabled people's organisations on how PSET change will come about.**

The human capital model places skills development at the centre of social and economic prosperity. PSET is a vital component of education systems that contributes to such prosperity. As policy, strategies and financial investments continue to be developed to enable a vibrant PSET system, the key question to ask is how change will come about to realise the gains sought from skills development in the Pacific Island economies.

This document captures Vanuatu stakeholder views and perspectives on drivers for change, barriers, opportunities and strategies that will lead to effective PSET outcomes. It represents a milestone for Vanuatu PSET system strengthening and reform having brought the stakeholders together to understand the local PSET landscape and what locally led approaches will be appropriate to realise change. The Australia Pacific Training Coalition (APTC) is indebted to the stakeholders for sharing the ideas captured herein.

Achieving the change captured in this document will require sustained collective effort from all stakeholders. APTC is only one of them and is pleased that there was an opportunity to catalyse this discussion.

Many stakeholders represented in the meetings and colleagues they spoke to after the event are using these findings to inform their work. It is particularly encouraging to hear that each organisation has committed to identify how they will contribute to change where they best add value. With all of our efforts, we can contribute to a prosperous Nation and Pacific region.

Finally, APTC commits to continue supporting Vanuatu PSET stakeholders to regularly reflect on the progress we are jointly making on these strategies. We look forward to discussing and sharing with you, as custodians of the change in Vanuatu how we all are progressing toward ensuring the people of the Pacific have the skills, knowledge and attributes necessary to drive National and Regional development.

**Lori Banks Dutta**  
Deputy Chief Executive Officer  
Australia Pacific Training Coalition



# ACKNOWLEDGEMENT

The Australia Pacific Training Coalition (APTC) wishes to express its deepest appreciation to the following stakeholders for their invaluable participation in the workshops and post workshop discussions, which have shaped this document:

- 1 APTC Alumni
- 2 Ministry of Education and Training
- 3 Pacific TAFE, University of the South Pacific
- 4 Tensley Kuautonga
- 5 Vanuatu Chamber of Commerce and Industry
- 6 Vanuatu Education Support Program
- 7 Vanuatu Institute of Teacher Education
- 8 Vanuatu Institute of Technology
- 9 Vanuatu Qualifications Authority
- 10 Vanuatu Skills Partnership
- 11 Vila North School
- 12 Youth Challenge Vanuatu

We also would like to thank the Institute for Human Security and Social Change, La Trobe University for their technical support with methodology, facilitation and write up of the how change happens conversations presented in this document.



# INTRODUCTION

The Republic of Vanuatu is an archipelago in the south-west Pacific consisting of 40 mountainous islands and 40 islets. It is home to just over 307,000 people, three-quarters of whom live in rural areas. The three largest islands - Espiritu Santo, Malakula, and Efate accommodate over half of the populace and the urban populace live primarily in two cities, Port-Vila and Lugenville.

Youth make up just under 20% of Vanuatu's population. To increase the number of youth who are employed or in further education or training, the Government of Vanuatu has developed a range of policies to increase economic opportunities for young people and reform the Post School Education and Training (PSET) system. These efforts are being led by the Ministry of Education and Training (MoET) and the Vanuatu Qualifications Authority (VQA). They are being actively supported by key stakeholders including national PSET providers, churches and non-government organisations. Other stakeholders, including industry and regional TVET providers like Pacific Tafe and the Australia Pacific Training Coalition (APTC), are also involved in the Vanuatu PSET sector.

The Australia Pacific Training Coalition (APTC) commenced in 2007 with a focus on delivery of quality technical and vocational education and training (TVET) services to support positive employment outcomes for graduates. In the third phase of the program, the focus has expanded to consider the long-term sustainability and quality of TVET services in the Pacific region. This expanded approach proposes more considered work at country level in line with the country context. It proposes that partnerships and coalitions with in-country PSET providers and other stakeholders will lay the foundation for increased country investment in and development of PSET resources. It assumes that support to build the quality of in-country PSET providers will assist in sustaining the sector and increasing its value to industry.

The new phase of the program recognises that this approach will lead to different implementation strategies in each Pacific country. Those strategies will be best developed in response to current opportunities, as identified by local stakeholders. In response to this, APTC has invested in in-country stakeholder consultation to develop country specific theory of change, implementation strategies and accompanying monitoring and evaluation frameworks.

## PROCESS

This document was developed in consultation with a wide range of Vanuatu stakeholders<sup>1</sup>, and its intended to communicate the understanding by those stakeholders about what needs to change in Vanuatu in order to achieve the outcomes sought by APTC and its partners. It also grounds the objectives of APTC in the Vanuatu context, with reference to current challenges and opportunities. It outlines proposed strategies for the whole of the stakeholder group, accompanying principles and areas for ongoing assessment. It serves as the basis for the APTC in Vanuatu to develop its specific

contribution, through a detailed strategy, going forward.

Building on this assessment, stakeholders identified the opportunities essential for attaining progressive change in Vanuatu PSET system. Stakeholders further assisted APTC to identify opportunities where it can best add value. These opportunities were framed within the broad objectives of APTC Phase 3 and provide the APTC Vanuatu 'program approach'.

<sup>1</sup> A TOC workshop was conducted in Vanuatu 22-23 July, 2019 with a broad range of PSET, government and industry stakeholders.

This document summarises the outcomes of this process. It reviews the current situation, identifying key drivers of change and what might block that change. The document is intended to communicate the understanding by stakeholders about what needs to change in Vanuatu in order to achieve the outcomes sought by APTC and its partners. It also grounds the objectives of APTC in the Vanuatu context, with reference to current challenges and opportunities. It outlines proposed strategies for the whole of the stakeholder group and areas for

ongoing assessment. It serves as the basis for the APTC in Vanuatu to develop its specific contribution, through a detailed strategy, going forward.

The approach to change will evolve as evidence and experience about what works becomes available. This document will therefore be reviewed annually with stakeholders. That review will include ongoing assessment of the value of APTC work and recommendations for its further improvements.

## PSET IN VANUATU

### CURRENT SITUATION

The Post School Education and Training (PSET) sector in Vanuatu is supported by comprehensive policy and research into needs and challenges.

The Vanuatu National Sustainable Development Plan (2016 – 2030) targets an inclusive, equitable and quality education systems with **life-long learning** for all. It points to the need for increased higher education opportunities, including both formal and informal technical and vocational training and skills. It identifies that in order to create an enabling business environment and support economic growth in Vanuatu, there needs to be increased productive employment opportunities particularly for young men and women and groups such as people living with a disability. It also identifies the need for increased labour mobility, both nationally and internationally.

The PSET Policy (2016 – 2020) provides a thorough review of the current situation. It also outlines strategies for how to improve and develop the sector. In particular, it notes that the achievement of PSET policies and vision is dependent upon high levels of collaboration between stakeholders including Vanuatu Qualifications Authority (VQA) and the Tertiary Education Directorate.

Complementing and extending this Policy, the draft National Human Resource Development Plan (NHRDP) Technical Report (2020-2030) has identified a particular mismatch between the education and training systems and labour market

demand in Vanuatu. The report identifies the need for more responsiveness to market demand and for training to be delivered flexibly, with pathways made available between levels and across different providers. The report notes that provincial skill centres in Vanuatu have operated in this more flexible way. The centres have therefore supported formal training, becoming more localised and accessible to women and girls, people living with a disability, young people, people in remote communities and to rural enterprises.

The research underpinning the report shows that there are particular gaps for employers trying to access managerial, professional and technical staff, and more generally, that finding skilled workers is the most significant issue for private sector in Vanuatu.

There has been strong participation by ni-Vanuatu in seasonal labour migration programs, however the NHRDP identifies that more strategies are required to engage vulnerable groups in these opportunities. The Labour Mobility Policy (currently in draft form) identifies the need to broaden opportunities and pathways for ni-Vanuatu, with an emphasis on net skills gain.

According to the Ministry of Education and Training, there are some significant new directions which are influencing the current context for post-secondary and technical training. These include additional Government support through



scholarships and grants for rural training centres. It also includes the likely development of the Vanuatu National Bilingual University, which is expected to bring together the various institutions focused on higher level post-secondary education.

Stakeholder discussion identified that there were additional ongoing issues for the provision of training and technical education. There continues to be a lack of qualified trainers, and as identified above, limited coordination between education and training providers. While policies have called attention to the issue, there continues to be inadequate alignment of pathways between qualifications. Significantly there is poor engagement with the private sector.

More broadly, post-secondary options such as technical and trade qualifications are not well understood in Vanuatu and stakeholders report that these are considered by many families and communities to be less desirable than university and professional pathways. Alongside this, pathways to and within private sector employment

are not necessarily well understood by the wider population. As a result, the contribution of the PSET sector to employment opportunities and to economic development for Vanuatu are not well understood and communicated. Systematic information about participation and employment outcomes is generally not available.

While accreditation processes are established, they are not utilised by all training providers (the NHRDP quotes a figure of 58% of accredited courses from a survey of a sample of providers).

Finally, funding continues to be a challenge, with providers suggesting that their capacity to generate revenue is poor and that government funding to training institutions is uneven. The NHRDP suggests that there are opportunities to increase the demand for post-secondary education and training if quality is improved. It also suggests this will require funding from the private sector and participant fees, alongside increased government support.

## STAKEHOLDERS

There are a range of stakeholders in the post-secondary education and training sector in Vanuatu who will contribute to driving change.

These include the Ministry of Education and Training (MoET), which holds direct responsibility for effective management of the sector. The Director General of Education & Training is also the permanent chair of the Vanuatu Qualifications Authority (VQA) Board, which is mandated to provide strategic direction to the sector.

There are several training providers including: The Agricultural College, the Bilingual Higher Education Institute, the College of Nursing Education, Vanuatu Institute of Technology, Vanuatu Institute of Teacher Education, Vanuatu Maritime College, and the Vanuatu Police College. In addition, there

are two private sector post-secondary training providers and 35 rural training centres.

The Ministry of Trades, Tourism, Commerce and ni-Vanuatu businesses (MTTCVB) and the private sector have significant interest and the potential to influence outcomes for the sector.

Other interested stakeholders include communities, in particular parents, students and schools and the various training NGOs in Vanuatu particularly in rural areas. Beyond these, there are donors supporting labour mobility schemes, in particular Australia and New Zealand, and the governments of other Pacific countries who are likely to receive ni-Vanuatu workers.



## DRIVERS OF CHANGE

There are several influences likely to support and drive positive change in the Vanuatu post-secondary education and training sector:

- **Parents and students** want worthwhile qualifications, long-term employment outcomes and pathways to further education and employment.
- **In communities** rural training centres have demonstrated the value of support for informal through to formal training. Churches have established support for post-secondary training and education. There are existing networks at community level interested in further outcomes through informal and formal training.
- **Government policies** are well-developed and there has been good legislative reform, for example the development of the VQA. These are significant steps towards change, given

that previous experience in Vanuatu shows that policy, legislation and good architecture, together with political will, underpins clear direction and change.

- **Funding** has been provided to parts of the sector by government and through some private funding. There is donor support for further development in the sector (Refer to Annex One). Resourcing may be uneven but it is available.
- **Labour mobility** opportunities provide a strong incentive for further sector development.
- **New developments** such as the NHRDP and the proposed University, have increased understanding and attention to the sector and will potentially underpin increased coordination and attention to accreditation and quality.

## BARRIERS TO CHANGE

As identified in the discussion of context, there continues to be barriers to further sector development. Some of the most clearly identified include:

- **Limited industry engagement** in course development, delivery and accreditation mechanisms.
- **Insufficient coordination** between providers, between formal and informal pathways and from one level of training to the next. Aligned to this is insufficient coordination between labour market demand and supply.
- **Limited accessible data** on labour market needs with insufficient understanding of and attention to industry requirements.
- **Insufficient funding** to support current training provision and to support opportunities for graduates and innovations across the sector.
- **Inadequate capacity** to deliver quality technical and vocational education and training. This includes insufficient people with the required skills. It covers inadequate facilities and equipment to meet industry standards. It speaks to the issues around providers who are unable or unwilling to meet standards for accreditation and quality.





## ■ CURRENT OPPORTUNITIES

In between the drivers and barriers to change sit the opportunities in the current context where APTC and others might be able to work for further development and improvements in the sector. Particular opportunities in the current landscape include:

- **Ongoing policy development and review:** it is anticipated that with the development of the new National Bilingual University there will be ongoing reform of the various post-secondary education training institutions. Alongside this, the anticipated review of the PSET policy and the implementation of NHRDP are expected to raise the profile and attention given to post-secondary education and training.
- **Committed stakeholders:** there are several invested and interested stakeholders who bring passion and commitment for further reform. These include NGOs and churches in Vanuatu who are investing in technical and further education training; programs from around the region including APTC and PacTAFE, who want to see a coordinated and comprehensive sector; committed personnel in Government positions and ministries; and growing public interest in options for young people and others.
- **Regional developments:** Pacific labour schemes together with regional policy standards, create opportunity to build the demand for and relevance of the sector in Vanuatu.
- **Data sharing:** The new Vanuatu E-Government network could support a shared database across the sector. This in turn could better inform and connect the sector and provide for more informed discussion about issues such as the gap between employment demand and skill supply.



# APTC VANUATU PROGRAM STRATEGY

## APTC OBJECTIVES IN VANUATU

In line with the overall purpose of APTC<sup>2</sup>, there are three broad end of program outcomes expected by the end of the third phase. Grounding these in the Vanuatu context, stakeholders identified the following specific changes for the end of APTC Phase 3 in Vanuatu:

### 1. Graduates have improved employment outcomes

In Vanuatu this change will mean that graduates have more realistic and available options. They will have the core or foundational literacy and numeracy skills and business skills, alongside technical qualifications. There will be pathways into industry and more embedding of skills training in major projects. There will be greater recognition of national qualifications leading to portability of qualifications across the Pacific region. Training will be flexible, focused on enhancing existing skills and creating pathways between levels for graduates.

This change is based on a number of assumptions as follows

- i. *Training has become flexible, focused on pathways between institutions and levels as well as being aligned to labour market needs and priorities.*
- ii. *Training has become flexible, focused on pathways between institutions and levels as well as being aligned to labour market needs and priorities.*
- iii. *Training has been developed with attention to the whole person (including being accessible in particular to people living in remote communities and vulnerable groups such as people living with a disability), ensuring that graduates have all the skills required to be successful in a particular trade and beyond.*
- iv. *Coordination between providers and strong leadership by government for accreditation and quality control.*
- v. *Communities, families and other stakeholders understand post-secondary education and training as a real option for women and men throughout the country. Likewise, that industry stakeholders/employers will recognise and value accredited qualifications, and employ graduates.*

### 2. Co-investment in skills training increases

In Vanuatu this will mean change to the approach to support for post-secondary education and training. Resources will be shared between institutions, formal qualifications will be linked to informal training opportunities, and there will be sharing of intellectual property, training content and qualifications. It will mean that **government and industry are invested in the sector, providing the funding, and the legislation and policies to support its development and sustainability.**

*Achieving this change assumes that post-secondary education and training is recognised as a valuable and important contribution to Vanuatu development. As a result, there is government investment to guarantee a skilled workforce in Vanuatu, with support for various different technical and training institutions and levels of training. It assumes participation by industry, with industry embracing the outcomes of quality training. It assumes that there will be better labour laws to support working conditions and legislation and policies that support national government investment in post-secondary training.*

<sup>2</sup> The APTC Phase 3 purpose is - The skills and attributes available to employers from TVET systems align with labour market requirements.

### 3. Selected TVET partners demonstrate quality TVET provision

Under this objective, there will be shifts across the sector. There will be more equitable allocation of resources so that all quality technical provision is supported by government. **Post Secondary Educational Training is aligned to national standards and meeting international standards.** There will be various entry points and pathways for people from across the country.

*Achieving this change assumes that there is an increased number of qualified trainers across various sectors. Further it assumes there will be a more consistent approach to quality across the sectors underpinned by accreditation and formalised coordination across the system. Government funding will be based on outcomes.*

## APTC APPROACH

APTC has the opportunity to support significant further development of post-secondary education and training in Vanuatu, working with others across a range of strategies. APTC will work with a range of stakeholders to bring about change towards its intended outcomes. It will recognise the current drivers and work with others to address the key barriers and take advantage of key opportunities. APTC will be one player within the wider system and seek to leverage broader change through its relationships and collaborations with others. Making use of existing resources and in line with the overall program approach, APTC will work together with other interested Vanuatu PSET stakeholders, using the following core strategies:<sup>3</sup>

1. Coordination and partnership - working with existing providers who are already well connected, such as church networks, other providers, government and industry.
2. Contributing to the government-led review of the PSET policy, linked to the NHRDP, and contextualising support to align with the outcomes of the review. Support for facilitated dialogue amongst training providers and industry in response to the skills gaps and priorities highlighted in the NHRDP.
3. Data collection and management:
  - Collating existing data (possibly under the auspice of the VQA) to better tell the story of labour market gaps and provide the rationale for increased attention to post-secondary education and training.
  - Encourage a process whereby data can be shared between Ministries, e.g. MoET data about the supply, compared with Department of Labour information about demand.
  - Use data to understand the sector and its needs and strengths.
4. Support for a process of capacity building for the sector, with a focus on the trainers and the managers in training institutions.
5. Co-invest in sector-wide support for LLN strengthening, with a focus on PSET levels.
6. Co-invest in system-wide support for inclusive education, with a focus on teachers and trainers.

<sup>3</sup> APTC will lead on a subset of these agreed strategies, as well as add value through collaborating with other interested stakeholders leading on the remaining ones.

7. Development of examples and models of flexible training, drawing from methodologies such as apprenticeship, mentoring, coaching, to start to bring training to industry in a timely and relevant way.
8. Facilitate the dialogue between government and industry to develop their shared interests in productivity, quality workforce engagement and outcomes that strengthen economic and social development in Vanuatu.
9. Coordination and partnership with the Department of Labour, the Pacific Labour Facility and other stakeholders to support enhancement of employability skills in the Vanuatu workforce, including for labour mobility.
10. Establish a communication strategy for the post-secondary education and training sector which enables communities, industry, government and others to understand its value and contribution to national development.

Initial actions could include the following:

- Progress APTC partnerships with MoET together with a community of partners (VNS, VESP, VITE, VSPD, VIT and ACOMVETS).
- Scope and progress support for the National Adult LLN Strategy, linked to quality PSET systems and Labor Mobility tracks.
- Scope and progress support for enhanced teaching capacity in inclusive education at all levels including PSET, aligned to the National Inclusion Policy.
- Maintain and facilitate dialogue, data collection and industry engagement to inform APTC training profile.
- Share expertise in quality and compliance, including through the VQA Quality Assurance Working Group (APTC is current Chair to 2020).
- Programming of the APTC TVET Systems Strengthening Fund (TSSP) to consider a combination of the above.

## MONITORING AND EVALUATION

Proposed monitoring and evaluation will focus on changes achieved in the three outcome areas with particular attention to the following:

- What happens to graduates and their options, both in terms of their immediate employability and how they are able to further develop and expand their options through various pathways?
- The development of partnerships and coordinated arrangements, in particular how these contribute to further development options and new ways of providing training. Also how cooperation drives innovation and development of the sector?
- Partnerships and engagement with industry, and the degree to which this contributes to shaping curriculum and broader opportunities for graduates.
- Communication about post-secondary education and training and how this influences industry, families and communities and government and industry toward further support for the sector.
- Government policy development and other initiatives such as the proposed university and the degree to which these influence sector development.
- Any improvements in quality in the sector, and how this impacts the value for graduates.
- The ongoing impacts and opportunities created by labour mobility.
- The experience of remote and vulnerable or disaffected groups such as young people, women and people living with a disability.

## Outcomes

Graduates have more realistic & available options with foundational LLN & business skills

Govt. & Industry invested in PSET, providing funding & legislation/policies to support its development & sustainability

PSET & other training is aligned to National standards and meeting International standards



## Strategies

Facilitate dialogue between Govt. & Industry for a Quality & Productive workforce

Contribute to the review of PSET Policy linked to NHRDP

Coordinate with Dept. of Labor, PLF & towards increased employability skills

Establish Communication strategy to lift value of PSET in Vanuatu

Coordination & Partnership with Existing well-connected PSET Providers

Support for a process of capacity-building for the sector

Data collection, management & sharing between Govt. Ministries

Develop models of flexible training that's more relevant & timely to Industry

Co-invest in system-wide support for inclusive education & LLN strengthening



## Assumptions

There is an increased number of qualified trainers across various sectors

Communities, families and other stakeholders understand post secondary and training as a real option for women and men throughout the country and that industry stakeholders/employers recognise and value accredited qualifications and employ graduates

PSET is recognised as valuable contribution to Vanuatu development resulting in Govt. support toward PSET institutions & levels of training.

Coordination between providers and strong leadership by government for accreditation and quality control.

Training has been developed with attention to the whole person (considering access for people living in remote communities & vulnerable groups such as people living with disability) ensuring graduates have all the skills required to be successful in a particular trade & beyond)

Training has become flexible, focused on pathways between institutions & levels as well as being aligned to labour market needs & priorities



## PRINCIPLES

Outcome-based Government Support

Focus on young people, women & PLWD

Lifelong learning for all

Whole of person approach to training

## Enablers and Disablers for Success

### DRIVERS



**Parents & Students:** aspire to qualifications that are worthwhile that lead to long-term educational & employment pathways.

**Government policies:** are well-developed; policy, legislation with political will, underpins clear direction & change

**Funding:** Resourcing uneven but available. Although funding by government & privately, there is donor support for further development in the PSET sector.

**In communities:** Existing network and structures in communities have demonstrated the value of support for informal & formal training.

**Labour mobility:** Labour mobility opportunities provide a strong incentive for further sector development.

**New developments:** NHRDP & proposed university have increased understanding & attention to sector & potentially underpin increased attention to accreditation & quality

### OPPORTUNITIES



**Ongoing Policy Development & Review:** development of the new National Bilingual University, there will be ongoing reform of various post-secondary education training institutions. The anticipated review of the PSET policy & implementation of NHRDP expected to raise profile of post-secondary school education & training

**Committed Stakeholders:** Several invested stakeholders who bring passion & commitment for reform including NGOs & Churches, PacTafe, key personnel in Government Ministries and Positions who want to see a coordinated & comprehensive PSET sector in Vanuatu and a growing public interest in sector.

**Regional Developments:** Pacific labour schemes together with regional policy standards, create opportunity to build the demand for and relevance of the sector in Vanuatu.

**Data Sharing:** New e-Government network could support a shared database across the sector to better inform and connect the sector and more informed discussion around the gaps

### BARRIERS



**Limited Industry Engagement:** in course development, delivery and accreditation mechanisms

**Insufficient Coordination:** between providers, formal & informal pathways (from one level of training to the next & attributing to insufficient coordination between labour market supply & demand

**Limited Accessible Data:** on labour market needs with insufficient understanding of & attention to industry requirements.

**Insufficient Funding:** to support current training provision and to support opportunities for graduates & innovations across the sector.

**Inadequate Capacity:** to deliver quality PSET including insufficient skilled personnel, adequate facilities & equipment that meet industry standards attributed to providers who are unable or unwilling to meet quality standards.

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY
<b>Australian Government (DFAT)</b>			
Skills development	Vanuatu Skills Partnership Phase 4 - Up to \$22 million (2016-2022)	Skills for Economic Growth is an Australian Government funded program working with the Vanuatu Ministry of Education and Training (MoET) and Provincial Governments to coordinate and facilitate the delivery of targeted skills training services in communities. Under previous phases, Post Secondary Educational Training (PSET) centres were established in the provinces of Sanma, Malampa, Torba and Tafea. Implementation of phase IV commenced on 1st October 2017. The program supports activities that encourage a more responsive and better quality training system that is able to meet the skills demands of the productive sectors (especially tourism, agriculture and trade) in provincial communities. The program works closely with the Vanuatu Qualifications Authority (VQA) and supports training providers to register and to develop and deliver accredited modular courses that respond to productive sector demands and are linked to economic outcomes. In 2016, the program was selected for a grant under DFAT's Disability Inclusive Development fund to implement activities over three years to assist training providers to be more inclusive. The program also collaborates with the Pacific Women investment in Vanuatu, implementing activities to improve women's economic empowerment.	Partners: MoET, VQA, APTC DSPPAC, Rural Training Centres, ScopeGlobal (Managing Contractor)
Education	Vanuatu Education Support Program Up to \$39 million (2012-2019)	The Vanuatu Education Support Program (VESP) provides targeted support to the Ministry of Education and Training's (MoET) Corporate Plan and Vanuatu Education Sector Strategy. This program is co-funded with the New Zealand Government (through a delegated cooperation arrangement), with Australia as the lead donor, managing the overall program. The focus of the program is on improving literacy and numeracy in kindergarten to year 3, in recognition that strong early years' literacy and numeracy programs form the bedrock of an education system and should lead to higher retention rates and greater success in later years of schooling. The program includes training and supporting teachers to implement the new curriculum; strengthening early childhood care and education delivery; engaging communities through school-based management; efficient delivery of facilities and equipment; and improving the capacity of Ministry of Education and Training to manage an effective, de-centralised education system.	
<b>United States</b>			
Education	Literacy Project (Peace Corps)	Since 2012, the education project in Peace Corps Vanuatu has mainly focused on enhancing literacy in Primary Schools through interactive and innovative methods including ICT. The project aims to improve students' basic literacy and ICT skills; support primary school teachers to implement more effective, student-centred literacy teaching techniques; support secondary school teachers to implement more effective ICT teaching strategies; and develop educational resources for school communities.	
<b>France/New Caledonia</b>			
Education	New Caledonia - Vanuatu Cooperation Fund, The Pacific Fund	Since 2016, France and New Caledonia's development cooperation with Vanuatu has focused on education. This has included: <ul style="list-style-type: none"> <li>• Building of the National University of Vanuatu (opened in February 2020);</li> <li>• Training of Vanuatu's French-speaking teachers in partnership with the ESPE, UNC and IFM-NC;</li> <li>• Support to the Vanuatu National Technology Institute to structure technical teaching;</li> <li>• The opening of a digital campus to support distance learning;</li> <li>• Support to francophone higher education, including new undergraduate and postgraduate degrees in Administration, economic and Social Sciences), Planning and Development of Ocean Territories and Tourism in collaboration with the University of New Caledonia and Vanuatu's Ministry of Education and Training.</li> </ul>	

<sup>4</sup> From the ATPC3 Investment Design Document. Accessed at <https://dfat.gov.au/about-us/business-opportunities/Documents/aptc3-design-document.pdf> on 14/8/19.

## Japan

Education/Training	Grant Assistance for Grassroots Human Security Projects (GGP)	Japan's GGP aims to aid self-supporting socio-economic development activities that benefit sectors at the grassroots level. This includes: (a) Building and repairing school buildings in rural areas and schools with poor educational environments. (b) Building and repairing training centre buildings for human resource development and community development
--------------------	---	---

## PACIFIC REGIONAL

DONOR	SUB-SECTOR	INVESTMENT/ AGREEMENT/ ACTIVITY	OBJECTIVES / KEY ACTIVITY
<b>Australian Government (DFAT)</b>			
TVET/Skills development	APTC Phase 3	As Australia's flagship TVET investment in the Pacific region, APTC works collaboratively with national governments, development partners, the private sector, organisations for people living with disabilities, civil society organisations and Pacific TVET institutions regionally and across nine Pacific Island countries to support skills development and the improved quality of Pacific TVET systems. APTC3 activities in Vanuatu include: <ul style="list-style-type: none"> <li>Over 2,400 ni-Vanuatu women and men accepted into APTC's programs and graduated with Australian qualifications since 2007.</li> <li>Mentoring, coaching and trainer capability development with institutional partners VIT and ACOMVETS.</li> <li>Training and work-ready skills courses to enable ni-Vanuatu to participate in international labour mobility schemes, including the Pacific Labour Scheme.</li> <li>Industry-based training needs analysis in the tourism and hospitality sector, and wider labour market assessments to inform tailored short courses.</li> <li>Targeted leadership and management training for government managers, school principals and industry leaders.</li> <li>Training expertise and collaboration with key PSET stakeholders and bodies, including VQA, in the strengthening of quality training. This has included development of a nationally accredited course in plumbing.</li> </ul>	
Education	Partnership with Educational Quality and Assessment Program (EQAP) \$2.13 million, 2016-2018	EQAP is the regional institution mandated to improve education quality in the Pacific. Situated in the Pacific Community (SPC), EQAP provides a range of services to member countries such as regional assessments of literacy and numeracy, and support to national education assessments and education management information systems. Australia is a long-term partner of EQAP and provides funding towards implementation of EQAP's Business Plan.	
Education	University of the South Pacific Partnership 2014-2018, \$70 million	The USP-Government of Australia Partnership is aligned with the USP Strategic Plan 2013–2018 and is focused on achieving improved outcomes in Learning and Teaching, Research, Information and Communication Technology, and Regional Engagement. DFAT is designing the next phase of support to commence in early 2019.	
Scholarships	Australia Awards Up to \$3 million/year	Australia Awards Scholarships and Australia Awards Pacific Scholarships provide opportunities for ni-Vanuatu to study at a tertiary institution in Australia or the Pacific region. This type of scholarship is available for vocational, undergraduate and postgraduate level. Fields of study are aligned with Government of Vanuatu scholarship investment priorities. A new distance education study option has achieved significant savings and removed barriers that would otherwise prevent some students from participating. In 2018-19, 46 Australia Awards scholarships were awarded to ni-Vanuatu students.	

Employment	Seasonal Worker Program (Department of Education, Skills and Employment)	Australia's Seasonal Worker Program connects Pacific Island workers with Australian employers experiencing labour shortages, typically in rural and remote areas. Since 2012, 17,380 ni-Vanuatu workers (3,040 women and 14,338 men) have participated in the SWP.
Employment	Pacific Labour Mobility Scheme	The Pacific Labour Scheme commenced on 1st July 2018. Building on the success of the Seasonal Worker Program, the new Scheme will help meet business demand across all sectors in rural and regional Australia. Since commencing, 182 ni-Vanuatu workers have participated in the scheme, with the majority working in meat processing and agriculture.
Employment	Pacific Labour Facility	The Pacific Labour Facility (the Facility) connects Australian employers with Pacific workers and supports the administration of the Pacific Labour Scheme (PLS). It also provides targeted support for the Department of Jobs and Small Business (DJSB) led Seasonal Worker Program (SWP). The Facility commenced in October 2018 and is focused on: <ul style="list-style-type: none"> <li>Increasing the quality of training and flow of workers to Australia.</li> <li>Promote the PLS with Australian employers.</li> <li>Provide support services for Pacific workers in Australia and support their return to local communities and economies.</li> </ul> <p>Monitor the social and economic impacts of Australia's labour mobility arrangements.</p>
Employment/ Livelihoods	Pacific Women Shaping Pacific Development	Pacific Women Shaping Pacific Development aims to improve opportunities for the political, economic and social advancement of Pacific women. One of the four outcomes sought by the program is 'Women have expanded economic opportunities to earn an income and accumulate economic assets'. Activities under this area in Vanuatu include: <ul style="list-style-type: none"> <li>Support to the Alternative Communities Trade in Vanuatu (ACTIV) to improve packaging of products, promote access to local and international markets and develop women's skills in small-scale agriculture production (2017–2018).</li> <li>Improving market governance, management, infrastructure and access to financial services to increase women's economic empowerment and ensure markets are more sustainable, accessible and safe for women vendors (Markets for Change (UN Women), 2014–2019).</li> <li>Providing training for women and girls with a focus on tourism and agribusiness as well as individual coaching to women to improve business skills and increase women's opportunities for paid employment (Vanuatu Skills Partnership, 2013–2019).</li> </ul>
Technical assistance	Australian Volunteers International	The Australian Volunteers Program matches a broad range of skilled Australians with partner organisations in the Indo-Pacific region, to support them to achieve their own development goals. In 2018-19, 82 Australian Volunteers undertook capacity-building placements in Vanuatu in government agencies, businesses and vocational education providers.
<b>New Zealand</b>		
Education	Support for EQAP	The Educational Quality and Assessment Program (EQAP) at the Pacific Community (SPC) is a valued and respected partner working across the Pacific region to raise the quality of education. As the key technical agency in the region for education, EQAP supports the development of assessment practice, curriculum and teacher standards, and the effective use of data across the Pacific. We are working with Australia to jointly provide broad-based support for EQAP and their work. This is envisaged as a ten-year partnership and we have committed NZD\$5m in base funding for the first three years.
Education	E-learning for Science in Pacific Schools	Design of a program to address the shortage of teaching expertise in science through an e-learning initiative.
Scholarships	New Zealand Scholarships	Full scholarships to study in New Zealand or at a Pacific university.



Scholarships	New Zealand Short Term Training Scholarships	New Zealand Short Term Training Scholarships fund skills training and work experience for professionals from eligible Pacific countries and Timor-Leste for between a minimum of one week and up to 12 months. Scholarships are available for technical or vocational study; non-formal courses; a work placement; Diploma programs; and certain maritime courses.
Employment	Recognised Seasonal Employer scheme	The Recognised Seasonal Employer scheme (RSE) allows New Zealand employers in the horticulture and viticulture industries to employ up to 12,850 migrant workers for up to seven months each year. MFAT supports Pacific Island countries to maximise participation in the RSE scheme by funding the Ministry of Business, Innovation and Employment to deliver capacity-building activities that improve worker selection, recruitment processes and pre-departure programs. While in New Zealand, RSE workers have access to additional training (such as English language, financial management, and business development) through Vakameasina: the RSE Worker Training Program, delivered by Fruition Limited.
Employment	New Labour Mobility Initiatives	MFAT funds the Ministry of Business, Innovation and Employment to pilot and implement labour mobility initiatives in sectors beyond horticulture and viticulture, and to build the capacity of Pacific island countries to recruit and prepare their workers for New Zealand. The Pacific Trades Partnership is one new initiative that offers trained Pacific carpenters and hammer-hands the opportunity to work in New Zealand's construction industry. A labour mobility fisheries pilot is also underway, offering opportunities for graduates of the Pacific marine training centres to work on New Zealand fishing vessels.

## Japan

Education	Ministry of Education, Culture, Sports, Science and Technology (MEXT) scholarships	The Government of Japan through the Embassy of Japan offers scholarships for postgraduate research, undergraduate studies and diploma courses to qualified nationals of Fiji, Kiribati, Nauru, Tuvalu and Vanuatu for studies in Japan.
Scholarships	Pacific Leaders' Educational Assistance for Development of State (Pacific-LEADS), 2016-2018	Pacific-LEADS aims to foster young leaders who play a vital role towards the resolution of development challenges in Pacific Island countries. Between 2016 and 2018, 120 government officials from 14 Pacific nations received scholarships to undertake Masters study in Japan.

## ADB

Education/Skills development	University of the South Pacific: Higher Education in the Pacific Investment Program 2012-2022	The program sought to support USP in expanding access to higher education in its 12 member Pacific Island countries by improving physical environments and learning programs. The program aimed to strengthen USP's regional role and support its four priority areas: (i) improvement and expansion of the USP regional campuses and accommodation facilities in Kiribati, the Solomon Islands, and Fiji, (ii) enhancement of information and communication technology (ICT)-based learning programs and curricula; (iii) improvement of USP student services; and (iv) improvement of USP governance and management systems.
------------------------------	---	--



# HOW PSET CHANGE HAPPENS VANUATU STAKEHOLDER PERSPECTIVES

VANUATU 2019

