



VANUATU

# POST SCHOOL EDUCATION AND TRAINING (PSET) POLICY 2016 – 2020

Vanuatu Ministry of Education and Training



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# MINISTERIAL FOREWARD



At a national level, Post School Education and Training (PSET) builds the platform for continuing economic and social development across Vanuatu. For those graduating with quality assured PSET qualifications it begins the journey toward further education, improved productivity, greater employability and expanded livelihood opportunities. This benefits the individuals, their families, their communities and the nation as a whole.

The Government of Vanuatu's commitment to PSET is embodied in this policy document which confirms Government priorities and establishes the vision for:

*A sustainable, well coordinated and inclusive PSET system that maximises access to relevant and quality assured qualifications that lead to improved economic, social and cultural development opportunities for all.*

This vision is consistent with the Government's overall Sustainable Development Goals, which in themselves are embedded within the United Nations Sustainable Development Goals 2016 – 2030.

The PSET Vision points clearly to a PSET system that is focussed on economic and social priorities. It promotes a demand driven system that works closely with industry and the productive sectors to establish and maintain an evidence base for the determination of skill demand. It encourages a system that facilitates PSET providers to better match skill supply to skill demand.

Importantly the vision embraces the concept of sustainability that fully acknowledges the resource constraints within the Vanuatu context. It includes the need for improved efficiencies through better coordination between public and private sector agencies that have a direct stake in the determination of skill demand and those who have a direct stake in skills supply. It further envisages greater efficiencies through better targeted and performance based funding approaches as well as providing the enabling environment to encourage innovation and greater private sector participation in the PSET sector.

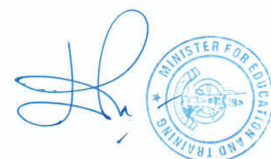
Of equal significance is a focus on inclusiveness that removes barriers to the economic and social benefits derived from post school education and training, irrespective of gender, level of disability or place of residence. Vanuatu is a signatory to both the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD). As such, the Government is committed to an inclusive and accessible PSET system that, through flexible delivery of quality assured qualifications and lifelong learning opportunities, will make a major contribution to Vanuatu meeting its obligations under both of these international conventions.

Through the Ministry of Education and Training, the PSET Tertiary Education Directorate and the Vanuatu Qualifications Authority, the Government remains fully committed to an expanded, quality assured and relevant PSET system – one which increasingly raises the level of qualifications available throughout Vanuatu and plays a pivotal role in the achievement of national economic and social development goals.

We are at an exciting time in Vanuatu's development with a range of reforms targeting improved quality of life for all ni-Vanuatu. This PSET Policy will provide the framework by which the PSET sector can maximise its contribution to these reforms.

I commend this Policy to you.

HONOURABLE JEAN PIERRE NIRUA  
Minister of Education and Training



## MESSAGE FROM THE **DIRECTOR GENERAL**



Since the development of the National TVET Policy (2011-2016) there has been considerable changes in the Post School Education and Training (PSET) sector in Vanuatu. Of particular relevance has been the repeal of the Vanuatu National Training Council (VNTC) Act and, in its place, the establishment of the Vanuatu Qualifications Authority (VQA) under an entirely new Act. Matching this development, with equal significance, has been the restructure of the Ministry of Education creating the Ministry of Education and Training (MoET) with an additional Tertiary Education Directorate specifically for the oversight and management of the PSET sector.

Each of these agencies has a clear and distinct role which, in combination, will lead to the provision of a well resourced, efficient and quality based PSET sector that responds directly to national economic and social development objectives.

Central to both roles is the VQA Board which has, as the permanent Chair, the Director General of Education and Training. This important linkage between MoET and the VQA is intended to ensure complementarity and common purpose for the operations of the VQA and the Tertiary Education Directorate. In addition, the VQA Board comprised principally of senior representatives of the private sector and Government departments responsible for economic and productive sector policy and planning, is ideally positioned to provide the strategic direction for the PSET sector more generally.

The Government's commitment to PSET is represented through this tri-partite arrangement, with the VQA Board providing the strategic framework, the PSET Directorate overseeing and supporting PSET providers, and the VQA quality assuring PSET providers and their programs under the National Qualifications Framework.

In addition, the Government is committed to decentralised service delivery to improve access and provide a more inclusive PSET system nationally. The new MoET structure includes provision for a network of provincial TVET centres which in collaboration with Provincial Government Training Boards facilitate a more coordinated approach to provincial skills development that is directly aligned to provincial economic and social development priorities. These Centres have demonstrated the effectiveness of a flexible, accessible and targeted skill development system and generated measurable economic benefits for participants and their communities. With substantial and continuing support from the Australian Government, TVET Centres have now been established in four provinces. MoET is progressively increasing its funding for staff positions within the TVET Centres and over the coming years is expecting that all of the TVET Centre positions will be fully within the Vanuatu Public Service.

The National TVET Policy (2011-2016) has served the country well and has led to the developments cited above. Now, with each of the key elements in place, it is time to provide the policy framework within which continuing improvement of the PSET sector will be achieved over the coming years.

The National PSET Policy (2016 – 2020) provides such a framework. It has been developed following extensive consultation with key personnel from the private sector, relevant Government agencies, non-government organisations, development partners and PSET providers. The Ministry of Education and Training is grateful for their thoughtful and positive contributions to this important endeavour.

JESSE DICK JOE

Director General - Ministry of Education and Training Chair - Vanuatu Qualifications Authority

## ACRONYMS

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<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>MoET</b>	Ministry of Education and Training
<b>MYDST</b>	Ministry of Youth Development, Sports and Training
<b>NHRDP</b>	National Human Resource Development Plan
<b>PRQS</b>	Pacific Register of Qualifications and Standards
<b>PSET</b>	Post School Education and Training
<b>RPL</b>	Recognition of Prior Learning
<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>UNSDG</b>	United Nations Sustainable Development Goals
<b>VITE</b>	Vanuatu Institute of Teacher Education
<b>VNQF</b>	Vanuatu National Qualifications Framework
<b>VNTC</b>	Vanuatu National Training Council
<b>VQA</b>	Vanuatu Qualifications Authority
<b>WB</b>	World Bank

## GLOSSARY OF TERMS

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<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 a 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





# INTRODUCTION

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## 1.1 PURPOSE OF THE PSET POLICY

The Government of Vanuatu is committed to equitable and inclusive access to economic, social and cultural development opportunities through a quality assured and appropriately resourced Post School Education and Training (PSET) system.

The purpose of this policy is to guide all aspects of public and private investment in an expanded and improved PSET system including strategy development, system governance and management, and service delivery.

## 1.2 BACKGROUND

In 2010, the Minister for Youth Development, Sport and Training established a technical working group to develop Vanuatu's first National Technical and Vocational Education and Training (TVET) Policy. The TVET Policy, approved by the Council of Ministers in April 2011, included a policy objective for:

- An effective management structure with clear roles and responsibilities and is accountable to the National Parliament through the MYDST

To achieve this objective, the TVET Policy included two recommendations:

- to review existing structures and recommend to Government a revised structure for the effective management of the TVET Sector
- to review the Vanuatu National Training Council (VNTC) Act with particular attention given to its terms of reference, the structure of its governing council, its organisational structure, and the scope of the agency's regulatory powers and funding mechanisms

Both of these reviews have led to a reorganisation of the education and training system in Vanuatu. Responsibility for TVET was transferred through Ministerial agreement from the Ministry of Youth Development, Sport and Training to the Ministry of Education in 2014. At the same time, the name for the Ministry of Education was extended and it is now the Ministry of Education and Training (MoET).

A new structure for MoET was approved by the Public Service Commission in June 2014 which included a Tertiary Education Directorate with responsibility for scholarships, TVET, higher education and teacher education.

Following the VNTC review in 2012, a Concept Paper detailing the background, rationale and proposed changes to the VNTC was prepared in both French and English and circulated to key stakeholders from training providers/institutions, Government Ministries, Government Departments, Statutory Bodies and Regional Organisations, NGOs, Provincial Governments, and Industries. Subsequently, in late 2012, a Council of Ministers' Paper was presented to Government recommending that work should commence to draft legislative changes to enable the transformation of the VNTC into an authority that is capable of delivering the Government's mandate for a quality assured

and integrated PSET system. The Vanuatu Qualifications Authority (VQA) legislation was drafted throughout 2013 and finalised by the State Law Office at the end of October of that year. The *Bill for the Vanuatu Qualifications Authority Act* which included the repeal of the VNTC Act, was presented to and passed by parliament in March 2014.

The VQA's principal goals are:

- a. Ensure PSET Courses are relevant to the needs of local industries and communities
- b. Assure the quality of PSET Providers and Courses/Programs
- c. Vanuatu National Qualifications Framework (VNQF) qualifications are recognised and benchmarked to international standards
- d. Ensure equitable access to quality assured PSET qualifications
- e. High quality service delivery

In the light of the significant changes to the Ministry of Education and Training and the Vanuatu Qualifications Authority over the past two years it is now timely to reconsider the policy framework and to establish a National PSET Policy.

This policy will establish an effective enabling environment that will guide and promote the continuous improvement in Vanuatu of a post school education and training system that will foster maximum economic and social development opportunities for all.

### 1.3 POLICY COVERAGE

This PSET Policy is intended to cover all forms of education and training activities that occur outside the formal public and private school system.

It acknowledges that a network of rural training centres provides further education and training opportunities for those who have left the school system prior to completion of junior secondary level. It also recognises that there is a range of post-secondary provision through technical and vocational education and training (TVET) providers as well as providers of higher education.

As illustrated in the following *Vanuatu Qualifications Framework (VQF)* diagram, the PSET policy embraces all aspects of the Vanuatu education and training system other than the formal school education pathway.

While the boundaries are clear in the diagram, the PSET Policy also recognises that in practice boundaries are blurred. This is particularly the case where TVET related programs are part of the formal school program and where pre-enrolment bridging programs focussed on literacy and numeracy are implemented prior to commencement of post-school education and training. Close collaboration between responsible stakeholders will be required at these cross-over points to ensure synergies and to minimise duplication.

## VANUATU NATIONAL QUALIFICATION FRAMEWORK

Levels	SECTORS		
	School	TVET	Higher Education
10			Doctorate
9			Masters
8			Post Graduate Diploma Post Graduate Certificate Bachelor with Honour
7			Bachelor Degree Graduate Diploma Graduate Certificate
6		Advance Diploma	Diploma
5		Diploma	
4	Vanuatu Form Seven Certificate/SPFSC	Certificate IV	University Foundation
3	Vanuatu Senior Secondary Certificate	Certificate III	
2		Certificate II	
1	Vanuatu Junior Secondary Certificate	Certificate I	

**PSET Policy Area**

### 1.4 RE-SHAPING PSET POLICY

Vanuatu is committed to the United Nations Sustainable Development Goals<sup>1</sup>. 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 Vanuatu Government's National Sustainable Development Plan (2016) reflects these commitments and expresses the Government key priorities for inclusive economic growth and social development. Through extended partnerships with the private sector, civil society and international donor partners, the Government seeks to foster an enabling environment that encourages and supports private sector investment, expands opportunities for productive economic activity for all sections of society, furthers opportunities for continuing education and training, and strengthens the social and cultural fabric of the nation.

A strong and effective post school education and training system is critical to the achievement of the Government's goal.

<sup>1</sup> Transforming Our World - the 2030 Agenda for Sustainable Development (United Nations Sustainable Development Summit, September 2015) [see Annex 4.1]

## 1.5 PRIORITIES

The World Bank's *Systems Approach for Better Education Results (SABER)*<sup>2</sup> identifies three functional dimensions for analysis of an effective education and training system.

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

Each of the functional dimensions are interconnected with each one dependent on and informing the others. For each of the three functional dimensions of an effective education and training system, the World Bank has identified three policy areas needing close consideration:

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

Priority areas to guide the development of Vanuatu's National PSET Policy have been determined following broad based consultation within Government and with principal stakeholders including the private sector, non-government organisations and PSET Providers (see Annex 5.4). The following table provides a list of these priorities classified in relation to the World Bank's functional dimensions and their associated policy areas.

<sup>2</sup> What Matters for Workforce Development: A Framework and Tool for Analysis (World Bank SABER Working Paper Series Number 6, April 2013)



PSET Policy Priorities	
Strategic Framework	
Setting a strategic direction	<ul style="list-style-type: none"> <li>Foster inclusion and ensure equitable access to Post School Education and Training (PSET) opportunities in line with the <i>United Nations Sustainable Development Goals 4,5,8 and 10<sup>3</sup></i> and the Government's <i>Sustainable Development Plan</i></li> <li>New, more strategically focused scholarship policy including Government funded scholarships to registered public and private PSET institutions</li> </ul>
Prioritising a demand-led approach	<ul style="list-style-type: none"> <li>Curriculum reform through the continued expansion of demand driven competency-based training and assessment</li> </ul>
Strengthening critical coordination	<ul style="list-style-type: none"> <li>Ensure improved management and governance of the PSET system integrates the broader economic, social and environmental objectives of other Government departments (including human resource planning and decentralisation)</li> <li>Improvement of management and governance of the PSET system at national levels through the Ministry of Education and Training (MoET) and the Vanuatu Qualifications Authority (VQA) and provincial levels with devolved responsibilities to Provincial agencies including Provincial Government Training Boards, Provincial Education Boards and Provincial TVET Centres</li> </ul>
System Oversight	
Ensuring efficiency and equity in funding	<ul style="list-style-type: none"> <li>Introduction of funding reforms that provide for higher levels of accountability for PSET outcomes through performance based funding of public PSET providers and performance based grants to private and non-government PSET providers registered by the VQA</li> </ul>
Assuring relevant and reliable standards for quality	<ul style="list-style-type: none"> <li>On-going development of the VQA as a central quality assurance body for PSET including strengthening of the Provincial Government Training Boards and enhanced mechanisms to assist PSET providers meet their VQA regulatory requirements</li> <li>An adequately funded and supported approach to building capacity of public and private training providers through increased opportunity for professional development including shorter term scholarships, exchange programs, in-service training and work placement of staff</li> </ul>

3 UNSDG 4 – Ensure inclusive and equitable education and promote lifelong learning opportunities for all; UNSDG 5 – Gender equality and empower all women and girls; UNSDG 8 – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; UNSDG 10 – Reduce inequality within and among countries [see Annex 4.1]





<p>Diversifying the pathways for skills acquisition</p>	<ul style="list-style-type: none"> <li>• expansion of the number of student places, improvement of staff capacity and facilities in PSET institutions, and increased delivery of higher level qualifications linked to national and provincial economic and social development priorities</li> <li>• Nationwide awareness of the National Qualifications Framework and the availability of clear pathways between schools, rural training centres, private and public PSET providers and institutions of higher learning</li> <li>• Streamlined arrangements for the recognition of prior learning (RPL)</li> <li>• Regional and international recognition of Vanuatu PSET qualifications as well as Vanuatu recognition of regional and international qualifications accredited by relevant overseas authorities</li> <li>• Recognition of non-formal learning (NFL) within the National Quality Assurance Framework</li> </ul>
<p>Service Delivery</p>	
<p>Enabling diversity and excellence in training provision</p>	<ul style="list-style-type: none"> <li>• Flexible delivery mechanisms to facilitate decentralised access to education and training linked specifically to national and provincial economic and social objectives</li> <li>• Scholarship Unit upgraded to coordinate all scholarships (including donor funded) and to ensure scholarship awards are inclusive, equitably distributed across provinces and educational levels, and aligned to national and provincial human resource development priorities</li> <li>• Improved literacy and numeracy levels (vernacular, French and/or English) that meet the minimum language of instruction entry requirements of individual PSET providers</li> </ul>
<p>Fostering relevance in public training programs</p>	<ul style="list-style-type: none"> <li>• Establishment of the Vanuatu Institute of Higher Education with associated capacity development of managers and staff and improved facilities including on-line delivery, tools and equipment</li> <li>• Enhance industry participation in policy, planning and delivery of PSET programs</li> </ul>
<p>Enhancing evidence-based accountability for results</p>	<ul style="list-style-type: none"> <li>• PSET Provider and national data systems in MoET and the VQA strengthened and aligned to enable on-going research including enrolment and completion statistics, tracer studies and employer surveys through partnerships with industry groups and professional associations, as well as analysis and reporting of system performance</li> </ul>



## 2. VISION AND MISSION

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In response to the priorities list above, the Vision and Mission statements for the PSET Policy 2016 – 2020 are as follows.

### 2.1 VISION

A sustainable, well coordinated and inclusive PSET system that maximises access to relevant and quality assured qualifications that lead to improved economic, social and cultural development opportunities for all.

### 2.2 MISSION

Develop and grow institutions and processes that facilitate access to a quality PSET system that:

- is within a coordinated national framework with clearly delineated structures;
- is dynamic, adaptable to change and flexible in its delivery;
- is efficient, with outcomes based funding that encourages improved public sector performance as well as encouraging public/private partnerships and increased private sector and non-government participation in PSET delivery;
- pursues opportunities to access alternative funding sources;
- fosters partnerships from a range of public, private and non-government stakeholders;
- is demand driven;
- is quality assured with nationally, regionally and internationally recognised qualifications, providing pathways to further education and training in Vanuatu and overseas;
- is inclusive, reducing barriers and providing equitable access to lifelong education and training for all;
- seeks to expand the availability in Vanuatu of higher level courses to diploma and advanced diploma level and degree and post-graduate levels via open and distance learning;
- strategically awards scholarships based on merit and in line with national and provincial economic and social development priorities;
- establishes professional standards for PSET provider managers and teachers/trainers/lecturers linked to provider registration;
- has well developed data collection and analysis systems in place to monitor performance and provide the evidence based for policy, planning and research.

### 2.3 VISION 2020

Given the Vision and Mission statements above, the next logical question is - *How will we know that the implementation of the PSET Policy has been successful?* Implementation strategies will need to be underpinned by strong monitoring and evaluation approaches which will provide the evidence base for effective management of on-going policy and planning processes.

The following table provides an assessment of the current status of the PSET system and the expected status by 2020. The expectations for 2020 provide the basis for the determination of outputs and outcomes that will shape the approach to monitoring and evaluation.



Current Status	Expected Status by 2020
<ul style="list-style-type: none"> <li>• Mostly delivery in institutional settings but with some flexible 'workplace' delivery facilitated through provincial TVET centres and VITE/ISU provincial training facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Lifelong learning with equitable access for all, especially women, people with a disability, existing workers and the general community, including VIHE provincial centres</li> </ul>
<ul style="list-style-type: none"> <li>• Under-utilised facilities with most providers operating conventional school-based timetables</li> </ul>	<ul style="list-style-type: none"> <li>• Optimum utilisation of facilities including weekends and after hours facilitated by flexible delivery arrangements, on-line delivery and engagement of external teaching personnel on contract as required</li> </ul>
<ul style="list-style-type: none"> <li>• Predominantly long-cycle courses for post junior and senior secondary school leavers, as well as post primary 'push outs' but some short courses delivery being facilitated by the TVET Centres</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of short and long cycle courses available in both institutional, non-institutional and on-line settings</li> </ul>
<ul style="list-style-type: none"> <li>• National competency standards developed but only limited application to date</li> </ul>	<ul style="list-style-type: none"> <li>• Widespread application of competency based training and assessment including workplace assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Mainly public provision plus a network of non-government rural training providers</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded number of private, non-government and industry PSET providers both competing and cooperating with public providers</li> </ul>
<ul style="list-style-type: none"> <li>• National Qualifications Framework developed but its practical application limited</li> </ul>	<ul style="list-style-type: none"> <li>• PSET qualifications recognised nationally, regionally and internationally by employers and/or PSET providers offering further education and training</li> </ul>
<ul style="list-style-type: none"> <li>• Curricula and materials predominantly produced by teachers and instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum, teaching and learning materials, and assessment tools developed to meet agreed standards and professionally produced</li> </ul>
<ul style="list-style-type: none"> <li>• Accreditation of full courses comprised of a range of competency standards has commenced but limited provision for partial 'skill set' delivery</li> </ul>	<ul style="list-style-type: none"> <li>• All PSET Providers implement a modular approach within the quality assurance framework to allow multiple entry and exit in and out of courses and promote lifelong learning</li> </ul>







<ul style="list-style-type: none"> <li>Minimal evidence of PSET managers applying any entrepreneurial initiative to expand their offerings and improve their revenue base</li> </ul>	<ul style="list-style-type: none"> <li>Entrepreneurial public PSET providers delivering a range of skill development and education services in response to economic and social development demand</li> </ul>
<ul style="list-style-type: none"> <li>Historical based funding remains the norm</li> </ul>	<ul style="list-style-type: none"> <li>More diverse funding from all stakeholders including performance based funding, tuition fees, and a national training fund derived from public, private and development partner sources with strong evidence based governance and accountability mechanisms</li> </ul>
<ul style="list-style-type: none"> <li>VQA Board and Provincial Government Training Boards facilitate improved consultation and collaboration with broad group of stakeholders but still in early stages</li> </ul>	<ul style="list-style-type: none"> <li>MoET and VQA with established mechanisms to maximise consultation and collaboration with stakeholders</li> </ul>
<ul style="list-style-type: none"> <li>Decisions related to scholarship award not necessarily linked to national economic and social development objectives</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Scholarship policy, planning and awards aligned to economic and social development goals and the National HRD Plan</li> </ul>
<ul style="list-style-type: none"> <li>Student record and management information systems weak at institutional and central levels with minimal follow-up of graduate outcomes or analysis of system performance</li> </ul>	<ul style="list-style-type: none"> <li>PSET Provider and national data systems in MoET and the VQA strengthened and aligned to enable on-going research including enrolment and completion statistics, tracer studies and employer surveys through partnerships with industry groups and professional associations, as well as analysis and reporting of system performance</li> </ul>
<ul style="list-style-type: none"> <li>Professional standards for PSET managers, teachers and instructors not formalised although there has been some work to develop instructor qualification standards by the VQA</li> </ul>	<ul style="list-style-type: none"> <li>Professional standards in place for all PSET managers, teachers and trainers and in-service professional development opportunities for all staff including workplace experience</li> </ul>
<ul style="list-style-type: none"> <li>Entry level literacy and numeracy levels low and , other than USP, bridging programs not available</li> </ul>	<ul style="list-style-type: none"> <li>Bridging programs address low literacy and numeracy levels in line with respective PSET provider languages of instruction</li> </ul>
<ul style="list-style-type: none"> <li>Recognition of non-formal learning incorporated into VQA Act but not implemented</li> </ul>	<ul style="list-style-type: none"> <li>A formal system of recognition for non-formal learning (NFL) under the National Quality Assurance Framework</li> </ul>



## 3. ACHIEVING PSET VISION

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### 3.1 PRINCIPLES

The National PSET Policy (2016-2020) embodies a number of key principles derived from international evaluation standards. These principles should 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.
- **Inclusiveness** - Is access to post-school education and training available equally to all 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 post school education and training 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

Strategic Framework	
<p><b>Objective 1</b></p> <p><i>Setting a strategic direction</i></p>	<p>There is a strong national commitment for a well - resourced and quality assured PSET system that positively contributes to the achievement of Vanuatu's Sustainable Development Goals.</p>
<p><b>Objective 2</b></p> <p><i>Prioritising a demand-led approach</i></p>	<p>2a. Effective research and on-going monitoring and evaluation provides the evidence base to determine economic and social development priorities to guide PSET related policies, management, planning and program delivery.</p> <p>2b. The award of Government and development partner funded TVET and Higher Education scholarships is merit based and strategically focused to ensure scholarship awards are inclusive, equitably distributed across provinces and educational levels, and aligned to national and provincial human resource development priorities.</p>
<p><b>Objective 3</b></p> <p><i>Strengthening critical coordination</i></p>	<p>Continuing consultation, coordination and collaboration across Government and the private sector in both the formal and informal economies avoids duplication of effort and maximises the utilisation of PSET resources.</p>
System Oversight	
<p><b>Objective 4</b></p> <p><i>Ensuring efficiency and equity in funding</i></p>	<p>4a. Government investment in PSET is supplemented by increased levels of private sector, non-government and community funding of PSET program delivery.</p> <p>4b. Increased public and private PSET investment supports the removal of barriers to access and ensures quality assured and relevant education and training opportunities are available to all irrespective of gender, disability, language of schooling, or geographic location.</p>
<p><b>Objective 5</b></p> <p><i>Assuring relevant and reliable standards for quality</i></p>	<p>Quality assurance processes implemented by the Vanuatu Qualifications Authority (VQA) effectively ensure that all qualifications issued in Vanuatu meet national and international standards.</p>
<p><b>Objective 6</b></p> <p><i>Diversifying the pathways for skills acquisition</i></p>	<p>Under the Vanuatu National Qualifications Framework (VNQF) a variety of pathways are available for the acquisition of qualifications and lifelong learning including workplace delivery, distance modes, and the recognition of prior learning.</p>

Service Delivery	
<p><b>Objective 7</b></p> <p><i>Enabling diversity and excellence in PSET provision</i></p>	<p>7a. PSET graduate knowledge, skills and attitudes meet national, regional and international standards for employment or further education and training.</p> <p>7b. All PSET provider management and teaching staff meet the necessary professional standards required for the delivery of VQA accredited qualifications.</p> <p>7c. A diversity of PSET providers undertake their own research to determine skill demand and develop and deliver accredited courses in response.</p>
<p><b>Objective 8</b></p> <p><i>Fostering relevance in PSET programs</i></p>	<p>On-going research through collaboration with employers, professional associations, productive sector departments, the Public Service Commission, the National Statistics Office, PSET providers and alumni leads to the development and regular updating of a national human resource development Plan (NHRDP) and provincial skills plans.</p>
<p><b>Objective 9</b></p> <p><i>Enhancing evidence-based accountability for results</i></p>	<p>9a. Public, private and non-government PSET providers collect and maintain comprehensive and fully disaggregated data which tracks individual student progress and qualifications awarded.</p> <p>9b. A statistical digest comprised of disaggregated PSET provider records, in combination with employer satisfaction surveys and graduate outcome surveys is published annually.</p>

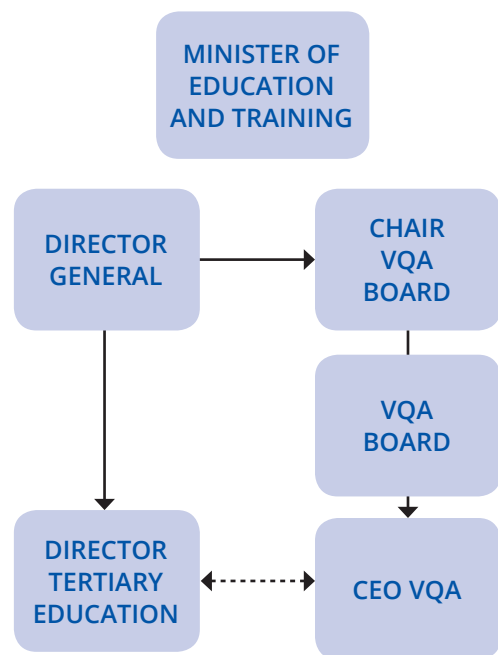
### 3.3 ACHIEVING OBJECTIVES

The Ministry of Education and Training (MoET) under the Minister has direct responsibility for the effective management of the Post School Education and Training system in Vanuatu.

The Director General of Education and Training is also the permanent Chair of the Vanuatu Qualifications Authority (VQA) Board. The VQA Board, comprised principally of productive sector departmental heads and the private sector, sets the strategic direction and has oversight responsibilities for the VQA.

Both the MoET Director of Tertiary Education and the Chief Executive Officer (CEO) of the VQA contribute to strategy and policy development and have day to day responsibilities for the management and administration of their respective organisational mandates.

In combination, it is this group that has overall responsibility to ensure that the National PSET Policy objectives are achieved. It is this group that collectively needs to set in place the necessary PSET system reforms that will lead to:



*A sustainable, well coordinated and inclusive PSET system that maximises access to relevant and quality assured qualifications that lead to improved economic, social and cultural development opportunities for all.*

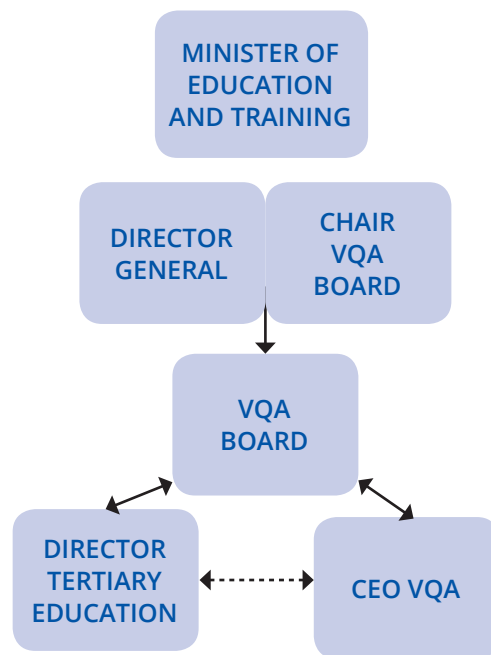
It is essential that the respective relationships between each of the key elements in the structure highlighted above are formalised. However, to avoid duplication and the establishment of parallel structures, the existing VQA Board, with its common representation of MoET<sup>4</sup>, VQA senior officers together with the broader Government and private sector representatives, is ideally suited to become the primary advocate for PSET in Vanuatu and to lead the implementation of the PSET Policy generally.

To underscore the centrality of the VQA Board to effective PSET Policy implementation it is noteworthy to consider the PSET Policy vision above in relation to the VQA Vision below<sup>5</sup>:

*A coordinated and quality assured Post-School Education and Training (PSET) system that will provide nationally and internationally recognized qualifications through flexible delivery mechanisms and will lead to maximum economic and social development opportunities for all.*

In practice therefore, under this National PSET Policy, primary responsibilities for establishing the strategic framework, for setting and advocating the PSET reform agenda, and for system oversight is best represented by the structure illustrated in the diagram below:

Under this arrangement, there becomes a single focal point with broad and common representation, to maximise opportunities for coordination and collaboration and minimise duplication and role confusion. Under this arrangement, while both the Directorate of Tertiary Education and the VQA Executive have clear and distinct roles at the operational level, both will be responding in their respective ways to a common vision and direction.

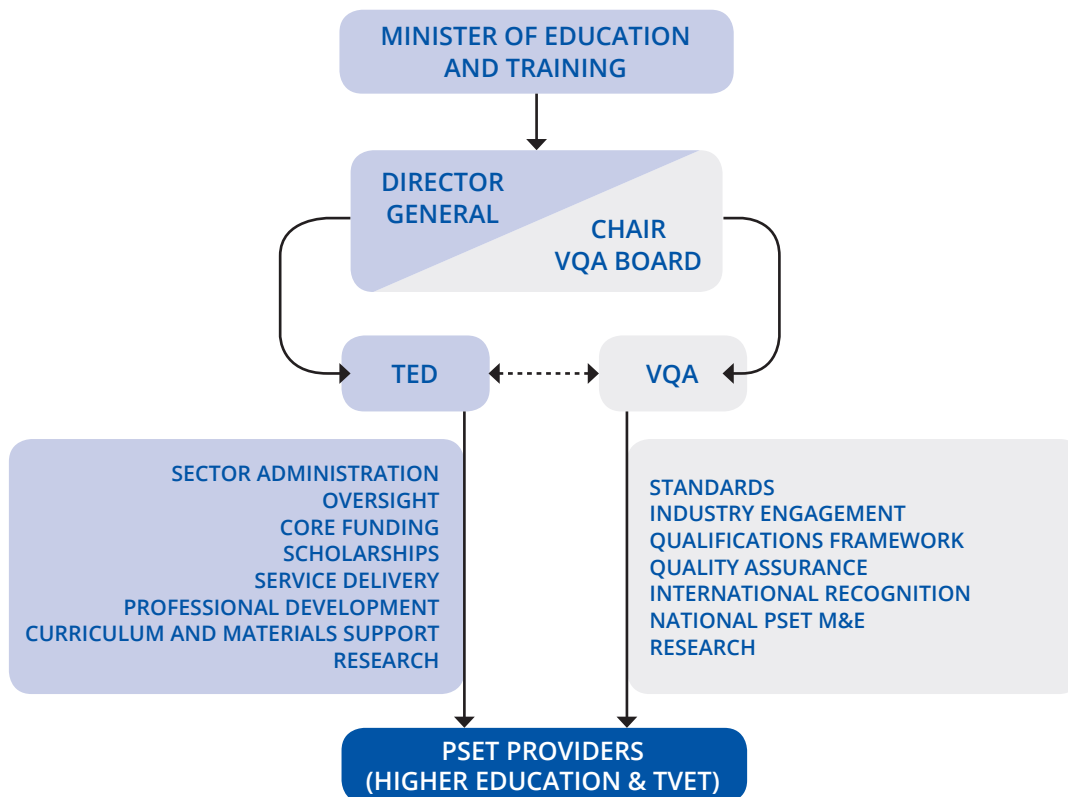


4 The VQA Act predates the reorganisation of PSET and the transfer of TVET responsibilities from the Ministry of Youth Development Sports and Training (MYDST) to MoET. TVET responsibilities now reside with the MoET Director of Tertiary Education. Under the VQA Act the Director of MYDST is the designated Deputy Chair of the VQA. Until such time as the VQA Act can be amended to reflect the new organisational structure it is recommended that the Director of Tertiary Education be co-opted as a full voting member of the Board.

5 VQA Strategic Plan 2015 -2020

### 3.4 WORKING TOGETHER – ROLES AND RESPONSIBILITIES

The achievement of PSET Policy objectives will be dependent on high levels of collaborative and mutually supportive activity between primary stakeholders including the VQA Board, the Tertiary Education Directorate, the VQA Executive and PSET Providers. Their respective roles, responsibilities and interrelationships are illustrated in the diagram below and the text that follows:



#### 3.4.1 VQA BOARD

Under the VQA ACT (2014), the Authority has a range of strategic functions through the Board including:

- Policy advice to the Government on strategies and priorities for post-school education and training;
- 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;
- 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;
- Regulating the issuing of qualifications and the maintenance of quality standards by all registered providers;
- 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.

### 3.4.2 TERTIARY EDUCATION DIRECTORATE (MOET)

The Tertiary Education Directorate has four broad functional responsibilities (see Annex 5.1 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;
- 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 VQA 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 VQA;
- 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 TVET Centres in collaboration with development partner programs;
- l. Monitor and evaluate the implementation of the National PSET 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.

### 3.4.3 VQA EXECUTIVE

At an operational level (see Annex 5.2 for the VQA's Operational Structure), the VQA Executive and staff are responsible under the VQA Act (2014) for:

- a. Developing criteria and processes for the registration of all post-school education and training 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>6</sup> from each provider related to enrolment, completion and graduate outcomes;
- p. Establish a national PSET information system and provide an annual PSET statistical digest, including statistical analysis, for submission to Government and publication for general distribution;
- q. Research activities the Authority considers relevant for the performance of its functions.

<sup>6</sup> Disaggregated by age, gender, qualification, qualification level, location of delivery, level of disability (if any), island of birth, place of residence



### 3.4.4 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 VQA 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 economic and social development 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, curricula 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.

### 3.5 RISKS

There are a great many risks that may affect the successful implementation of the PSET policy. Risks arise from many sources including political instability, inequitable funding and access, conflicts of interest, capacity constraints at management and staff levels, insufficient resources, poor facilities and equipment and the lack of environmental concern.

While risk aversion will be a principal responsibility of senior management at Government and institutional levels it is important not to stifle original thought and innovation. Through the calculated management of risk it should be possible to stimulate new and potentially rewarding initiatives, to learn from success or lack of success, and to strengthen system performance overall.

It is through the routine consideration of risk and the development of strategies to monitor and mitigate adverse impacts that dynamic reform can occur. At each level of the PSET system including the VQA Board, the VQA Executive, the Tertiary Education Directorate, and the councils and management of PSET providers, it is essential that formal processes are regularly implemented to promote reform and continuous improvement within a culture that recognises and carefully manages risks.

### 3.6 MEASURING RESULTS

For each PSET Policy objective it will be essential to routinely monitor and assess the extent to which the objectives are being achieved as guide to on-going policy development, implementation planning and corrective action. Given a strong emphasis on performance based funding it is critical to promote a results based culture across all areas of PSET Policy implementation.

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

PSET Policy Objective Indicators	Indicators	Verification Methods
1. There is a strong national commitment for a well - resourced and quality assured PSET system that positively contributes to the achievement of Vanuatu's Sustainable Development Goals.	<ul style="list-style-type: none"> <li>• Positive statements expressed and/or published by Government</li> <li>• Positive statements expressed and/or published by the private sector</li> <li>• Positive statements expressed by community representatives</li> <li>• Increased funding for PSET in public as well as private and non-government provider annual budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Ministerial reports to Parliament</li> <li>• Prime Minister and Ministerial Speeches</li> <li>• Media articles</li> <li>• Employer and community surveys</li> <li>• Financial records</li> </ul>



<p>2a. Effective research and on-going monitoring and evaluation provides the evidence base to determine economic and social development priorities to guide PSET related policies, management, planning and program delivery.</p>	<ul style="list-style-type: none"> <li>• Relevant data is collected and available</li> <li>• Research is commissioned by MoET, VQA and PSET Providers</li> <li>• Specific resources allocated in the Tertiary Education Directorate for system monitoring and evaluation</li> <li>• PSET Information System fully operational</li> </ul>	<ul style="list-style-type: none"> <li>• Labour market studies</li> <li>• Skills plans</li> <li>• National HRD Plan</li> <li>• MoET and VQA reports</li> <li>• Annual Statistical Digest</li> </ul>
<p>2b. The award of Government and development partner funded TVET and Higher Education scholarships is merit based and strategically focused to ensure scholarship awards are inclusive, equitably distributed across provinces and educational levels, and aligned to national and provincial human resource development priorities.</p>	<ul style="list-style-type: none"> <li>• Scholarship selection criteria developed and applied transparently</li> <li>• Equitable distribution of scholarship awards</li> <li>• Scholarships aligned to economic and social development objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Tertiary Education Directorate scholarship records</li> <li>• Annual Statistical Digest</li> </ul>
<p>3. Continuing consultation, coordination and collaboration across Government and the private sector in both the formal and informal economies avoids duplication of effort and maximises the utilisation of PSET resources.</p>	<ul style="list-style-type: none"> <li>• Advisory groups comprised of representatives from the private sector, productive sector Government departments, and NGOs formally established and convened to support development of Tertiary Education Directorate and VQA strategic and corporate plans</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Advisory Group meetings</li> <li>• Lists of people/ organisations consulted in Strategic and Corporate Plans</li> </ul>
<p>4a. Government investment in PSET is supplemented by increased levels of private sector, non-government and community funding of PSET program delivery.</p>	<ul style="list-style-type: none"> <li>• Proportion of public PSET financing in relation to total PSET financing reduces over time</li> <li>• Increased proportion of public PSET Providers' revenue derived from other than Government sources</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Information System</li> <li>• PSET Provider records</li> <li>• Surveys</li> </ul>





<p>4b. Increased public and private PSET investment supports the removal of barriers to access and ensures quality assured and relevant education and training opportunities are available to all irrespective of gender, disability, language of schooling, or geographic location.</p>	<ul style="list-style-type: none"> <li>• PSET providers respond to performance based funding opportunities</li> <li>• Equal numbers of male and female students enrol in and complete PSET Programs</li> <li>• PSET enrolment and completion of people with a disability proportionate to proportion of people with a disability in total population</li> <li>• Proportion of Anglophone and Francophone students enrolling in and completing PSET programs equals the overall proportion of Anglophone and Francophone people in the population</li> <li>• Student numbers from each province are proportionate to provincial populations</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Information System</li> <li>• PSET Provider Records</li> <li>• Surveys</li> </ul>
<p>5. Quality assurance processes implemented by the Vanuatu Qualifications Authority (VQA) effectively ensure that all qualifications issued in Vanuatu meet national and international standards.</p>	<ul style="list-style-type: none"> <li>• Qualifications registered on the VQF are also registered on the Pacific Register of Qualifications and Standards (PRQS)</li> <li>• PSET providers develop and maintain their quality management systems to ensure continuing compliance with VQA registration requirements</li> <li>• PSET providers adopt national competency standards and develop courses for accreditation aligned to skill demand in the formal and informal economies</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Provider records</li> <li>• VQA Records</li> <li>• PRQS Records</li> </ul>





<p>6. Under the VQF a variety of pathways are available for the acquisition of qualifications and lifelong learning including workplace delivery, distance modes, and the recognition of prior learning.</p>	<ul style="list-style-type: none"> <li>• PSET providers respond to industry demand and deliver accredited workplace training and assessment</li> <li>• On-line courses are offered separately or blended with other programs and enrolments in on-line or blended courses increase</li> <li>• PSET providers undertake RPL assessments and provide credit on enrolment accordingly</li> <li>• Increased enrolment in accredited courses delivered out of hours, on-line or in workplace settings</li> <li>• Enrolments and completions are proportionate to population proportions irrespective of gender disability, language of schooling, or geographic location</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Information System</li> <li>• PSET provider records</li> <li>• Surveys</li> </ul>
<p>7a. PSET graduate knowledge, skills and attitudes meet national, regional and international standards for employment or further education and training.</p>	<ul style="list-style-type: none"> <li>• Positive statements from employers about the quality of PSET graduates</li> <li>• Credit transfer arrangements between national, regional and international PSET providers</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Information System</li> <li>• PSET provider records</li> <li>• Graduate tracer studies</li> <li>• Employer surveys</li> </ul>
<p>7b. All PSET provider management and teaching staff meet the necessary professional standards required for the delivery of VQA accredited qualifications.</p>	<ul style="list-style-type: none"> <li>• Professional standards developed and disseminated by the VQA</li> <li>• PSET provider management and staff professional development programs</li> <li>• Professional standards guide all pre-service and in-service training design and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Information System</li> <li>• PSET provider records</li> <li>• VITE records</li> </ul>





<p>7c. A diversity of PSET providers undertake their own research to determine skill demand and develop and deliver accredited courses in response.</p>	<ul style="list-style-type: none"> <li>• Performance based funding conditional on evidence of course or competency unit demand</li> <li>• Increased numbers of accredited long and short courses based on demand available in workplace settings, on-line and through out-of-hours institutional delivery</li> </ul>	<ul style="list-style-type: none"> <li>• PSET Information System</li> <li>• PSET provider records</li> <li>• Surveys</li> </ul>
<p>8. On-going research through collaboration with employers, professional associations, productive sector departments, the Public Service Commission, the National Statistics Office, PSET providers and alumni leads to the development and regular updating of a national human resource development plan and provincial skills plans.</p>	<ul style="list-style-type: none"> <li>• National HRD Plan published</li> <li>• National HRD Plan and Provincial Skills Plans reviewed and revised on a biennial basis</li> </ul>	<ul style="list-style-type: none"> <li>• Document observation</li> <li>• Review reports</li> <li>• Survey results</li> </ul>
<p>9a. Public, private and non-government PSET providers collect and maintain comprehensive and fully disaggregated data which tracks individual student progress and qualifications awarded.</p>	<ul style="list-style-type: none"> <li>• PSET Provider information systems in place and being routinely updated</li> <li>• Data reported regularly and uploaded on PSET Information System</li> </ul>	<ul style="list-style-type: none"> <li>• VQA Audit</li> <li>• PSET Information System</li> <li>• PSET provider records</li> </ul>
<p>9b. A statistical digest comprised of disaggregated PSET provider records, in combination with employer satisfaction surveys and graduate outcome surveys is published annually.</p>	<ul style="list-style-type: none"> <li>• Annual Statistical Digest</li> </ul>	<ul style="list-style-type: none"> <li>• Document observation</li> </ul>



## 4. RECOMMENDATIONS

In order to bring national consistency to PSET terminology and to remove confusion about respective roles and responsibilities it is recommended that:

1. All references to *Technical Education and Vocational Training (TVET)* be replaced with the words *Skill Development*. This would mean the TVET Sector would become the Skill Development Sector, a TVET Provider would become a Skill Development Provider, the Provincial TVET Centres would become Provincial Skill Development Centres and the National Qualifications Framework would be adjusted to show three streams – the Schools Sector, the Skill Development Sector and the Higher Education Sector, i.e.

### NATIONAL QUALIFICATIONS FRAMEWORK

Levels	SECTORS		
	School	Skill Development	Higher Education
			Doctorate
			Masters
			Post Graduate

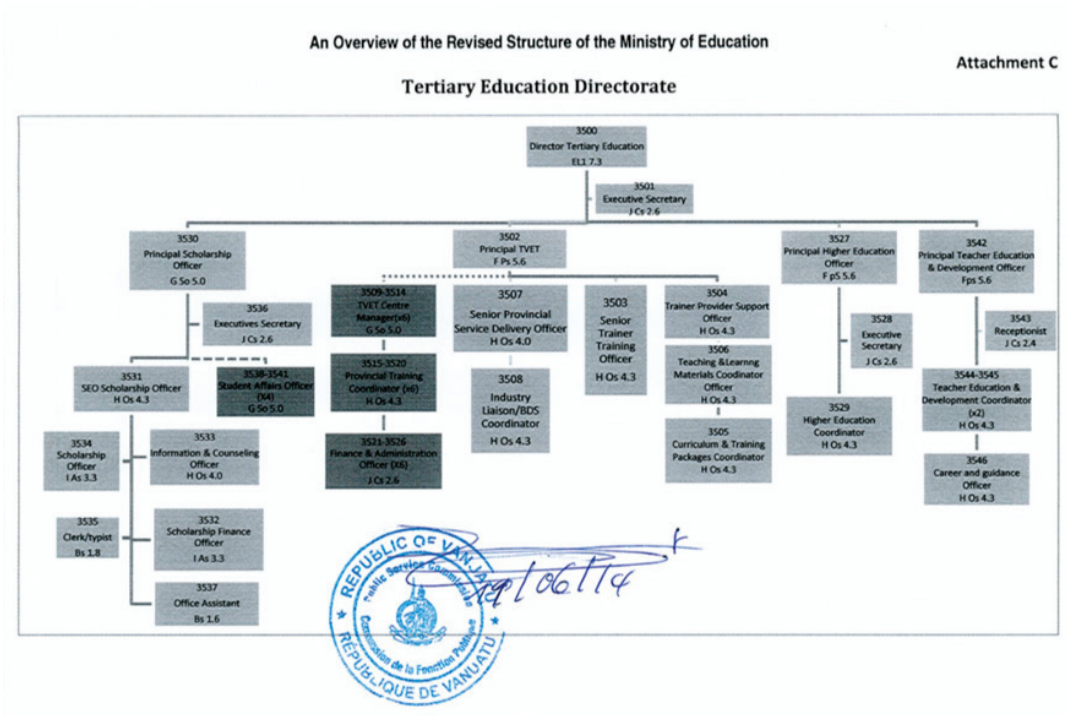
2. All references to the word *Tertiary* be replaced with *Post School Education and Training or PSET*. This would mean the Tertiary Education Directorate in the Ministry of Education and Training become the PSET Directorate with clear responsibilities for administration, oversight and support for both the Skill Development and the Higher Education Sectors.

It is further recommended that:

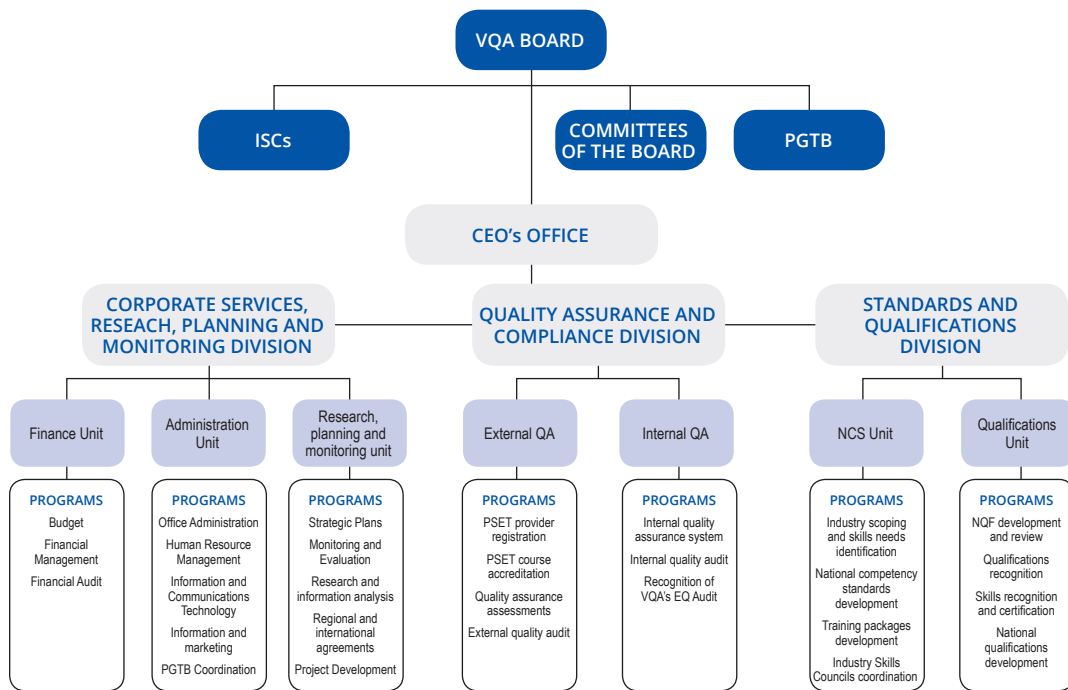
3. Until such time as the VQA Act can be amended to reflect the new organisational structure it is recommended that the Director of Tertiary Education be co-opted as a full voting member of the VQA Board.
4. Once the National PSET Policy is approved by the Minister of Education and Training and the Council of Ministers, immediate work should commence to develop a *National PSET Policy Implementation Plan* with particular attention given to emphasising and strengthening the strategic role of the VQA Board in ensuring that all PSET, both Skill Development and Higher Education related policy and planning, is aligned to and focused on national and provincial economic and social development priorities.
5. Particular focus is given in the *PSET Policy Implementation Plan* to the establishment and operational framework of the *Vanuatu Institute of Higher Education*.

# 5. ANNEXES

## 5.1 MINISTRY OF EDUCATION AND TRAINING – TERTIARY EDUCATION DIRECTORATE STRUCTURE



## 5.2 VANUATU QUALIFICATIONS AUTHORITY – OPERATIONAL STRUCTURE





### 5.3 UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS



- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

- 
- 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
  - 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
  - 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

## GOAL 5

Achieve gender equality and empower all women and girls



- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



## GOAL 8

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



- 8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
- 8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
- 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- 8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead
- 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
- 8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
- 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
- 8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
- 8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
- 8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries
- 8.b By 2020, develop and operationalise a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization



## GOAL 10

### Reduce inequality within and among countries



- 10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
- 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- 10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- 10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
- 10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
- 10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- 10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
- 10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements
- 10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes
- 10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

## 5.4 PEOPLE CONSULTED

Stage 1 – March 1- 3, 2016

Name	Position	Department Organization
Jesse Dick	Director General	Ministry of Education and Training
George Maeltoka	Director Tertiary Education	Ministry of Education and Training
Serge Lewawa	Director Policy and Planning	Ministry of Education and Training
Roy Obed	Director Education Services	Ministry of Education and Training
John Gideon	Director Corporate Services	Ministry of Education and Training
David Lambukly	Chief Executive Officer	Vanuatu Qualifications Authority
Sam Samuels	Manager	Vanuatu Qualifications Authority
Dorosday Kenneth Watson	Director	Department of Women's Affairs
Johnson Toa	Principal TVET Education Officer	Ministry of Education and Training
Hannington Tate	Director	Department of Forestry
Fremden Yanhambath	Team Leader	TVET Program
Tina Soaki-La'au	Senior Food Technologist	Food Technology (FTDC - AU)
Karina Iavronlan	Product Development Officer	Food Technology (FTDC - AU)
Reuben Tafau	Expenditure Analyst	Ministry of Finance & Economic Management
Charlie Harrison	Acting CEO	VANGO/YACV
Emmanuel Aru	TVET in Schools Coordinator	Ministry of Education and Training
Jim Allanson	Inclusive Education Officer	Ministry of Education and Training



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Samuel Katipa	QAS Officer	Ministry of Education and Training
Agnes David Joes	Senior Education Officer (TVET)	Ministry of Education and Training
Jean Marie Virelala	Principal Higher Education Officer	Ministry of Education and Training
Anne Pakoa	CEO	VEPAC
Angie Feendu	Administration Officer	Department of Livestock
Camilla Tari	RTC Support Officer	VRTCA
George Borugu	Director	Department of Tourism
Lionel Kaluat	Commissioner	Labour Department
Sam Kaiapam	Disability Desk Officer	Ministry of Justice
Connie Ross	QAS Officer	Ministry of Education and Training
Joses Seth	Principal Scholarships & Development Officer	VIPAM, PSC
Michelle Levy	Policy & Management Adviser	Training & Scholarships Unit
Augustine Rihai	Non-Formal Education Officer - Education Authority	ACOM (Anglican Church of Melanesia)
Jerrold Aranhabath	Training Manager-VRTCDA	VRTCDA at TVET Tertiary Directorate
Graham Kalmar	Principal	Onesua Presbyterian College
Muluane Christophe	Manager Training	CNS
Renata Buleban	Nurse Education	Vanuatu College Nurse Education
Evelyn Emile	Principal	Vanuatu College Nurse Education
Joseph Molkis	Deputy Principal	Vanuatu Institute of Technology





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Simeon Nixson	Quality Officer	Vanuatu Institute of Technology
Gilrick Joshua	Director – Education Authority	Seventh Day Adventist Education
Jack Matariki	Principal	Vanuatu Institute of Teacher Education
Reuben Bakeo Markward	Campus Manager	University South Pacific , Emalus Campus
Micheal Edward	Academic Manager	Vanuatu Maritime College
Nick Crosling	Country Director	Australian Pacific Technical College
Arthur Edgel	Training Manager	Vanuatu Chamber of Commerce
Fred Mahit Tasso	Director	Police College
Berton Joses	Training Development Officer	National Bank of Vanuatu
Chris Radcliffe	Curriculum Officer	Vanuatu Agriculture College
Jacqueline De Gaillande	CEO	Red Cross
Dickinson Tavi	Communication Coordinator	Red Cross
Elison Bovu	Executive Director	VSDP
Judy Willie	Operations Manager	Promedical
Jean Noel	Youth & Sports Coordinator	Wansmol Bag
Joel G Toa	Director	Pacific Institute School
Jeannette Bolenga	Program Manager	Oxfam



Stage 2 – April 6, 2016

Name	Position	Department Organization
Emmanuel Aru	TVET in Schools Coordinator	Ministry of Education and Training
Ruth Amos	Manager	Food Technology
Knox Morris	Disability Desk Support Officer	Ministry of Justice
Jim Knox Allanson	Disability Desk Officer	Ministry of Education and Training
Jack Daniel	Principal - VITE	Vanuatu Institute of Teacher Education
Christopher Radcliffe	Curriculum Development Advisor	Vanuatu Agriculture College
Richard Coleman	CEO	Vanuatu Maritime College
Michael Edward	Training Manager	Vanuatu Maritime College
Graham Kalmar	Principal	Onesua Presbyterian College
Johnathan Tarip	Secretary - Education Authority	Vanuatu Presbyterian Church
Delphine Vuti	Acting Director, Corporate Services	Police Head Quarter
Anpen Iaken	Instructor	Police College
Simeon Nixon	Quality Officer	Vanuatu Institute of Technology
Jack Graham Takalo	Deputy Principal	Vanuatu Institute of Technology
Gilrick Joshua	Director - Education Authority	Seventh Day Adventist Education
Stevhne Yawiko	Director- Education Authority	Catholic Church Education
Tabinene Felix	Assistant Director	Catholic Church Education





Augustine Rihai	Non-Formal Education Officer - Education Authority	ACOM
Arthur Edgel	Training Manager	Vanuatu Chamber of Commerce
Nick Crosling	Country Director	APTC
Josef Seth	Principal Scholarships & Development Officer	VIPAM
Reuben Bakeo Markward	Campus Manager	USP, Emalus Campus
Anne Pakoa	Mentoring & Advocacy Support Officer	Vanuatu Education Policy Advocacy Coalition
Joel Toa	Manager	Pacific Vocational Training Centre
Wade Evans	Director Training	Pacific Vocational Training Centre
Tina Soaki-La'au	Senior Food Technologist	Food Technology (FTDC - AU)
Karina Iavronlan	Product Development Officer	Food Technology (FTDC - AU)
Samuel Katipa	Principal Assurance Quality Officer	Ministry of Education and Training
Connie Ross	Assurance Quality Officer	Ministry of Education and Training
David Lambukly	CEO	Vanuatu Qualifications Authority
Sam Samuel	Quality Assurance Officer	Vanuatu Qualifications Authority
Alison George	First Secretary	Australian Aid - AHC
Yvette Andrews	Assistant Program Manager	Australian Aid - AHC
Joe Timothy	CEO	Vanuatu Agriculture College
Michelle Levy	Policy & Management Advisor	Training & Scholarships Office
Jean Noel	Youth & Sports Coordinator	Wansmol Bag





Pascal Gavotto	Acting President	Hotel Association
Pastor Shem Tema	Chief Executive Officer	VCC
George Maeltoka	Director	Ministry of Education and Training
Fremden Yanhambath	Team Leader	TVET Program
Paul Nalau	Sector Analyst	Department of Strategic Policy, Planning & Aid Coordination
Kaldon Sam	Cooperative Officer	Department of Cooperatives
Jean Marie Virelala	Principal Education Officer	Higher Education - Education
Jerrold Aranhambath	Senior Education Officer	Training Provider Support - Education
Camila Tari	Support Officer	RTCs - Education
Kalna Arthur	Principal Resources Officer	Department of Fisheries
Ian Bani	Acting Senior Marketing & Promotional Officer	Department of Industry
Arsen Liatlatmal	Senior Education Officer	Teacher Training - Education
Pauliane Basil	Vanuatu Management Team Member	Live & Learn
Jacqueline De Gaillande	CEO	Red Cross
Julian Rovo Sale	CEO	VANWODS
Bernie Cain	Director	Vila Refrigeration
Elison Bovu	Director	VSDP
Anatol Lymak	Human Resources Manager	Unelco
Harry Song	General Manager	Wilco Hardware





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George Maeltoka	Director	Ministry of Education and Training
Anita Samana	GLA Network Coordinator	Oxfam
Renjo Samuel	Principal Education Officer	Malampa Province
Zakariah Daniel	Secretary General	Sanma Province
Fremden Yanhambath	Team Leader	TVET Program





Vanuatu Ministry of Education and Training

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