



VANUATU 2030

NATIONAL HUMAN RESOURCES DEVELOPMENT PLAN 2020 -2030

ACHIEVING NSDP 2016 - 2030 OBJECTIVES



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Foreword

On behalf of the people of Vanuatu, I am pleased to deliver the **Vanuatu 2030 National Human Resource Development Plan**. As part of the national development efforts, economic growth and development for Vanuatu cannot be achieved without concerted investment in education and skills development. Given the particular features of the labour market in Vanuatu, this plan provides a guide for realigning the investment in human resources development.

The National Human Resource Development Plan complements the National Sustainable Development Plan 2020-2030 to ensure that the available resources for Post-School Education and Training are more efficiently and effectively used based on the needs of the Ni-Vanuatu labour market.

This plan identifies the main priority skills on the demand side of the labour market, including private and public sector, and analyses the current labour supply in terms of the capacity of the education and training systems to cover that labour demand. As a consequence, the National Human Resource Development Plan recognizes the necessity for a more skilled Ni-Vanuatu labour force, particularly with technician and associate professional qualifications. The plan emphasizes the need for a higher number of scholarships delivered in Vanuatu and the creation of an Institute of Higher Education with a polytechnic nature.

The proposed realignment of the investment on Post-School Education and Training will improve the opportunities for young Ni -Vanuatu to gain qualifications and employment access in areas that are better linked to the labour market and to the national development objectives.

I want to express my highest gratitude to all the people who have collaborated to the development of this National Human Resource Development Plan. I am certain that it will contribute for a more stable, sustainable and prosperous Vanuatu.



Hon. Charlot SALWAI TABIMASMAS [MP]
Prime Minister
Republic of Vanuatu

NSDP Development Aspirations:

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

...people expect limited government resources to be put to better use¹

To achieve development aspirations, the NSDP makes several important observations in relation to human resource development:

- Parents expect better quality education for their children, not just formal learning but life skills and vocational training to prepare them for work.
- There is the need to improve the quality and distribution of healthcare facilities, and for better access to essential services and utilities such as modern energy sources, safe drinking water, sanitation, transport and telecommunications.
- Strengthened institutional capacity is essential and public officials must be equipped to serve the needs of citizens in both rural areas and rapidly growing urban centres.
- Terms of Reference for all technical advisers and consultants must include transfer of skills to ni-Vanuatu counterparts as a key deliverable.
- Vanuatu needs to capitalise on the rapid advances in technology and innovation that can complement traditional knowledge to better utilise our natural assets on land and at sea to ensure food security, maintenance of cultural identity, and enhanced economic prospects
- Traditional knowledge and practices, particularly in relation to food production and preservation need to be preserved.
- Sustainable and equitable growth helps the creation of decent jobs and other income earning opportunities, especially for our young people.
- We must value and grow both the formal and informal sectors of the economy so that no one is left behind.

1. NSDP 2016 – 2030 P7

BETTER TARGETED INVESTMENTS IN POST SCHOOL EDUCATION AND TRAINING

Importantly, the NSDP notes that there are no quick and easy ways to create jobs and income earning opportunities for everyone. It takes prolonged and deliberate action. Limited resources require greater prioritisation of spending, while keeping expenditure pressures to manageable levels.

The **purpose** of the *National Human Resource Development Plan 2020-2030 (NHRDP)* is to guide investment in Post-School Education and Training (PSET) to ensure available PSET resources are more efficiently and effectively used.

Vanuatu Government PSET investments are currently (2018) spread across a number of areas:

- International scholarships
- National scholarships
- Colleges and Institutes delivering post-school qualifications
- Ministry of Education and Training Tertiary Education Directorate (TED)
- Vanuatu Qualifications Authority (VQA)

The planned NHRDP realignment of PSET investments use the 2018 budget figures as the starting point.

RATIONALE FOR PROPOSED REALIGNMENT OF PSET INVESTMENTS:

- Comprehensive research² undertaken to provide the evidence based for NHRDP Goals and Objectives shows there is a clear mismatch between the skills and qualifications of the current labour force to the skills and qualifications that will be needed to deliver NSDP objectives and to meet skill demand in both the private and public sectors.
- The research points to the need for more ni-Vanuatu with skills and qualifications related to managers, professionals and particularly technician/associate professionals.
- Up until recently, the scholarship program has been supply driven determined by the interests of students and available university places and not by national development objectives and labour market demand
- As a result, there is in oversupply of some professions and an undersupply of others.
- There is the need for the scholarship program to respond to the high demand in both the private and public sector for people with technician and associate professional level skills and qualifications.
- While this level of qualification is within reach of national PSET providers, there is currently a mismatch between the qualifications and skills required at the technician and associate professional levels and the capacity of the national PSET system to to deliver national scholarships in response.
- There is a need to invest in national providers and quality support agencies such as TED and VQA to enable increasing proportion of scholarships to be delivered in Vanuatu. This will be more cost effective enabling more students to access scholarship opportunities, it will strengthen national capability, and reduce capital outflow to international universities and related service providers.
- PSET provider investments need to be demand driven and performance based to provide incentive for PSET providers to improve their standards to the level required for scholarship delivery and to take advantage of the considerable opportunity for additional revenue derived from the delivery of industry based and industry funded training.
- A critical shortage of certified teachers (primary and secondary) is impacting entry levels of students into post-school education and training.
- PSET providers lack qualified staff with current skills and industry experience.

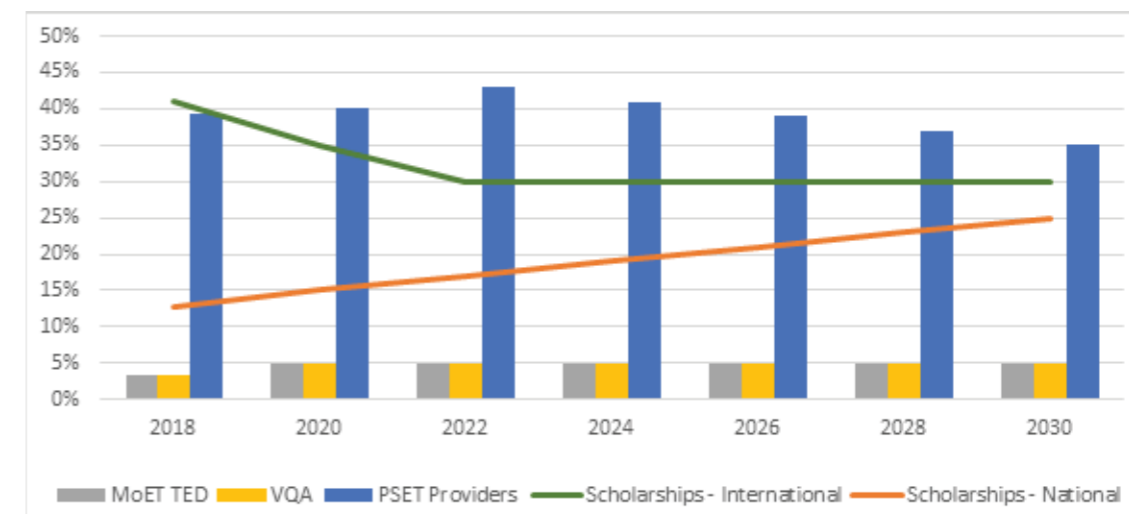
2. See NHRDP Final Technical Report underpinning the NHRDP Goals and Objectives for comprehensive analysis

- Courses offered by PSET providers continue to be supply driven and a high proportion of courses have not been quality assured and accredited.
- PSET providers continue to deliver long cycle, pre employment courses and have not been responsive to skill demand in workplaces – including meeting the skill training demands through flexible delivery of short courses for the large number of people living and working in rural settings.
- PSET teaching and learning resources are limited and often out of date.
- The Government has a strong interest in rationalising PSET delivery under a single Ministry – MoET, and the possibility of a national university emerging in the future.
- Discussions are on-going across the various line agencies – MoET, MALFFB, MoH and MIA about the potential for PSET institutional amalgamations to create an **Institute of Higher Education** perhaps as a first step towards a national university.
- Legislation called the Post School Education and Training Act is currently being drafted as a first step to formally establish all of the public providers including the new Bilingual Higher Education Institute, as corporate bodies with perpetual succession, a common seal and the capability to sue or be sued.
- Based on the research, the NHRDP envisages that over the short to mid term, given the current capacity of PSET providers, and the high level of skill demand for technician and associate professional qualifications that the new institute be a polytechnic in nature with the capacity to deliver some degree programs (nursing and teaching) but with a focus more on diploma and higher level certificate qualifications.
- The establishment of a new institute, perhaps called the Vanuatu Polytechnic Institute, is a crucial development towards improving the PSET system and its capacity to better respond to skill shortages and gaps nationally. The new institute will reduce costs through efficiencies of a single administration and improved economies of scale. It will improve coordination and more flexible delivery of programs across multiple campuses. The degree of institutional autonomy will allow better responses to incentive mechanisms that promote the Institute's overall performance.

SUMMARY OF PROPOSED REALIGNMENT OF PSET INVESTMENTS

Based on research evidence and observation of current practice, the following summarises the recommended realignment of PSET investments for the period 2020–2030. The proposed realignment is linked to the occupational requirements in each NSDP objective, and to identified skill shortages and gaps in the private and public sector³.

NHRDP Proportional Share of PSET Budget Allocations 2018 -2030



In 2018, the overall budget allocation to the PSET sector amounted to 1.5 billion vatu. Using the proportional share of this amount in 2018 as the baseline, the table shows a steady decline in the allocation to international scholarships to 2022 and then a constant 30% share afterwards. This reflects the ongoing need for higher level degree and post-graduate programs particularly in areas such as health, engineering, banking and finance, telecommunications, and higher education that are currently beyond the reach of the national PSET system.

³. See NHRDP Final Technical Report

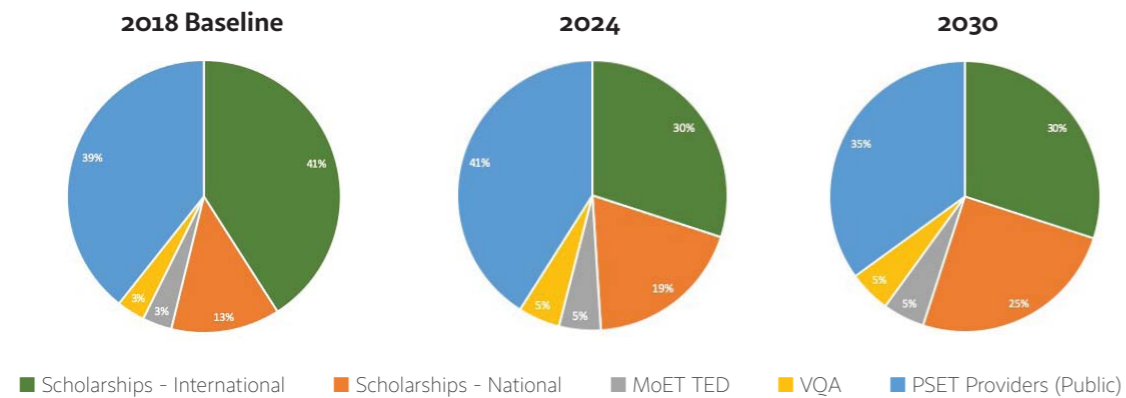
It is expected that the share allocated for national scholarships at the technician, associate professional and technical trade areas will steadily increase over the decade as local capacity to deliver higher level qualifications improves.

Investment in PSET providers should increase up to 2022 to support the establishment of a new institute of higher education and to support expanded capacity in nurse and teacher education to address critical shortages in both of these areas. The steady decline in the PSET Provider budget after 2022 is offset by the increasing revenue stream to be derived from the delivery of national scholarships.

Funding for the quality improvement agencies (TED and VQA) is expected to increase from 2018 levels to 5% of the overall PSET Budget by 2020. This proportional share is expected then to remain constant until 2030.

A visual snapshot of the respective change in PSET budget share is shown in the following six-year time sequence.

Changes to PSET Budget Allocations 2018 -2030 (6-year time sequence)



Naturally, actual funding allocations will change over time in line with national growth and inflation, but the recommended proportional allocations should remain as targets.

NATIONAL HUMAN RESOURCE DEVELOPMENT PLAN GOALS

STRATEGIC FRAMEWORK		PSET SYSTEM OVERSIGHT		PSET SERVICE DELIVERY	
SF1	Strategic Approach	SO1	Accountability	SD1	Scholarships
SF2	Demand led	SO2	Funding	SD2	PSET Institutions
SF3	Coordination	SO3	Qualifications	SD3	Flexible Delivery
SF4	Monitoring & Evaluation	SO4	Inclusion & Access	SD4	Graduate Outcomes

STRATEGIC FRAMEWORK GOALS AND OBJECTIVES

SF1	Strategic Approach	The national Post School Education and Training (PSET) system contributes effectively to the achievement of national development objectives as expressed in the National Sustainable Development Plan 2016-2030.
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Objectives	SF1.1	The current National PSET Policy 2016 – 2020 is reviewed and updated on a four yearly basis to ensure it continues to be consistent with and contributes to the implementation of the National HRD Plan.
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SF1.2	A national PSET communications strategy to celebrate success and promote PSET contributions to national development is implemented.
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SF2	Demand Led	Evidence to guide all decisions related to courses development, accreditation and delivery through the PSET system (including scholarships) is current and available.
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Objectives	SF2.1	The Department of Labour (DoL) implements an effective web-based labour market system (LMIS) based on International Standard Classification of Occupations (ISCO) classifications that links to Vanuatu National Statistics Office (VNSO) survey processes.
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SF2.2	The VNSO in all surveys that include employment and labour market questions, classify occupations to the ISCO 3-digit level as a minimum.
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SF2.3	The DoL conduct comprehensive labour market research on a triennial basis (as a minimum) in collaboration with key industry groups such as the Vanuatu Chamber of Commerce and Industry and other professional associations.
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SF2.4	The web-based LMIS facilitates data input from industry on a routine basis to supplement and keep current labour market data between triennial surveys.
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SF2.5	The labour market data be provided to key agencies such as the VQA, Tertiary Education Directorate and PSET Providers to ensure course development and accreditation is aligned to industry and national development priorities, and to ensure all investments in PSET are similarly aligned.
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SF2.6	The LMIS facilitates career counselling and employment by providing extensive information on occupations and employment vacancies posted by employers.
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SF2.7	All Government departmental strategic and corporate planning related to human resource development clearly identify and articulate the specific skill gaps and skill shortages impacting service delivery.
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SF2.8	All Ministries through sectoral project managers insert in all terms of reference for technical advisers and consultants the transfer of skills to ni-Vanuatu as a key deliverable
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SF2.9	The Vanuatu Institute of Public Administration and Management (VIPAM) competency database be completed and maintained with data from all Government agencies to guide targeted public sector in-service professional development in high skill demand areas.
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SF2.10	A centralised and standard system for capturing and maintaining all relevant public sector personnel data is implemented.
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SF3

Coordination

The effectiveness of PSET investments is maximised by continuing consultation, coordination and collaboration across Government, and the private sector in both the formal and informal economies.

Objectives

SF3.1

Provincial Government Training Boards collaboratively determine provincial skill demand priorities.

SF3.2

Provincial Skill Centres coordinate and facilitate the delivery of PSET programs in the provinces in response to skill demand priorities.

SF3.3

Provincial Skill Centres establish formal partnerships with national Government productive sector agencies such as Tourism, Agriculture and Industry to facilitate delivery of PSET programs in the provinces aligned to national development objectives.

SF3.4

Provincial Skill Centres liaise with provincial industry associations, cooperatives and individual enterprises in the formal and informal economies to facilitate delivery of PSET programs in the provinces that are relevant to provincial skill demand in the private sector.

SF3.5

The Vanuatu Qualifications Authority Board collaborates and develops a consistent and coordinated approach to guide PSET investments in line with the NHRDP.

SF4

Monitoring & Evaluation

Monitoring and evaluation of NHRDP implementation provides the evidence base to guide PSET related policies, management, planning and program delivery.

Objectives

SF4.1

A PSET Information system linking the Vanuatu Education Management System (VEMIS), the VQA National Achievement Register, and individual PSET provider management systems and student records facilitates annual evaluation of PSET system performance.

SF4.2

The Ministry of Education and Training (MoET) Annual Statistical Digest includes comprehensive PSET system data.

SF4.3

An independent evaluation of PSET system performance in relation to NHRDP implementation is undertaken annually by the M&E Unit in the Department of Strategic Policy, Planning and Aid Coordination (DSPPAC).

PSET SYSTEM OVERSIGHT GOALS AND OBJECTIVES

SO1	Accountability	The VQA Board fulfils its legislated mandate to be accountable to the Government, through the Minister of Education and Training, for PSET System performance.
Objectives	SO1.1	The VQA Board provides policy advice to the Government on strategies, priorities and resourcing of the PSET system including scholarships.
	SO1.2	The VQA Board monitors and reports to Government on the activities, resourcing, and overall performance of the PSET system in relation to NHRDP implementation.
	SO1.3	The VQA Board regulates the issuing of qualifications and the maintenance of quality standards by all registered PSET providers.
SO2	Funding	All budget allocations including supplementary grants to the PSET system are determined in line with the NHRDP.
Objectives	SO2.1	Funding allocations to the PSET system includes a core component and a performance based component.
	SO2.2	Performance based funding criteria targets specific objectives including priority skill demand, continuous capacity improvements to meet quality standards, decentralisation, and inclusion policies.
	SO2.3	A <i>National Skill Development Fund</i> comprised of all discretionary training allocations in each Government agency and development partner contributions is created and managed through a governance function established in DSPPAC.

	SO2.4	Funding criteria to access the <i>National Skill Development Fund</i> is performance based, consistent with the NHRDP, and based of VQA Board recommendations to the Government on strategies, priorities and resourcing of the PSET system including scholarships.
SO3	Qualifications	Qualifications issued by PSET providers are quality assured, nationally recognised and equivalent to qualification standards in the region.
Objectives	SO3.1	A <i>National Quality Assurance Framework (VNQAF)</i> comprising criteria and procedures for registration of PSET providers, accreditation of courses and timely compliance audits is implemented by the VQA.
	SO3.2	The MoET Tertiary Education Directorate (TED) facilitates support for PSET providers to meet VNQAF quality standards including development of quality management systems, professional development for teaching and management staff, and teaching/learning resource development.
	SO3.3	Qualification accreditation criteria must include justification that the proposed course in both level and content is consistent with skill demand priorities established in the NHRDP.
	SO3.4	The VQA maintains the Vanuatu Qualifications Framework (VQF) for the PSET sector, to achieve and maintain national and international credibility of Vanuatu qualifications.

SO3.5 All accredited Vanuatu qualifications are registered on the Pacific Register of Qualifications and Standards (PROQS) maintained by Educational Quality and Assessment Program (EQAP) in Fiji.

SO3.6 All testamur and certificates of attainment issued by PSET providers are registered on the National Achievement Register maintained by the VQA.

SO4

Inclusion & Access

Access to quality assured and relevant PSET opportunities are available to all.

Objectives

SO4.1 Performance based funding criteria includes demonstrated compliance with National Gender Equality Policy.

SO4.2 Performance based funding criteria includes demonstrated compliance with National Inclusion Policy for PSET.

SO4.3 Evaluation of PSET system performance includes an assessment of the PSET system's contribution to Vanuatu meeting its obligations under the Convention for the Elimination of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD).

SO4.4 The VQAF and PSET Providers enable recognition of part qualifications and multiple entry and exit points into courses to facilitate lifelong learning and support on-going education and training for women and persons with disabilities.

SO4.5 Provincial Skill Centres facilitate PSET Providers to deliver part qualifications in provincial settings to improve access for women, persons with disabilities and out of school youth to gain productive skills and/or find pathways to further education and training.

SO4.6 MoET implements the *National Adult Language Literacy and Numeracy (NALLN) Strategy* to assist those that have previously had limited education opportunities to successfully complete a PSET qualification.

SO4.7 The national PSET communications strategy celebrates and promotes the learning achievements of women and persons with disabilities to encourage participation of others.

PSET SERVICE DELIVERY GOALS AND OBJECTIVES

SD1

Scholarships

Scholarship awards are merit based and strategically focused to ensure scholarship awards are inclusive, equitable, and aligned to the NHRDP.

Objectives

SD1.1

The award of international and national scholarships are demand driven - directly linked to the NHRDP and any emerging areas of skill shortages and gaps identified by the Labour Market Information System maintained by the Department of Labour.

SD1.2

To an increasing extent, scholarships are awarded for study/training in Vanuatu rather than overseas, provided that a national provider has the demonstrated capacity to deliver to the required qualification standard.

SD1.3

The proportion of annual PSET appropriations allocated for national and international scholarships is consistent with NHRDP proportional allocations.

SD1.4

The current emphasis on degree and post-graduate degree scholarship awards be reduced to enable increasing numbers of scholarships at the certificate and diploma levels in line with public and private sector skill demands identified in the NHRDP.

SD1.5

The growth and strength of private PSET providers in Vanuatu be supported through the allocation of scholarships for qualifications that are consistent with the NHRDP and are not available through public providers.

SD1.6

Triennial impact evaluations of the scholarship program (both national and international) measure outcomes and inform ongoing review of the NHRDP and adjustments to award criteria.

SD2

PSET Institutions

An Institute of Higher Education comprised of a merger of all existing public PSET providers is established under a single administration.

Objectives

SD2.1

That the draft PSET Act to facilitate the merger of public PSET Providers into an Institute of Higher Education be reviewed to ensure its wording and objectives are consistent with the NHRDP.

SD2.2

The Institute of Higher Education operates as a semi-autonomous statutory body accountable to the Minister of Education and Training through a Board of Directors.

SD2.3

Budget allocations for the effective running of the Institute of Higher Education include a performance-based component conditional on the achievement of specific targets linked to the NHRDP objectives

SD2.4

The proportion of annual PSET appropriations allocated to the Institute of Higher Education should be consistent with the NHRDP recommended allocations for PSET Providers.

SD2.5

The Institute of Higher Education derives additional revenue from the sale of training services to industry and other interested parties.

SD2.6	Each of the merged institutes operate as schools or departments of the Institute of Higher Education.
SD2.7	The Vanuatu Institute of Public Administration and Management (VIPAM) is incorporated into the Institute of Higher Education as a separate school with specific responsibilities for pre-service and in-service management training for both the public and private sector.
SD2.8	The Institute of Higher Education operates as polytechnic delivering degrees in education and nursing but otherwise focussing on diploma and higher level certificates related to priority skill demand for technicians and associate professionals.
SD2.9	The course profile offered by the Institute of Higher Education should reflect the priority skill demand areas identified in the NHRDP.
SD2.10	The Institute of Higher Education transitions to a national university in the longer term once initial skill demand for technician and associate professional qualifications is being met and the institute has developed the capacity to offer a range of degree and potentially post-graduate programs in line with NHRDP skill demand areas.
SD2.11	Government support to education authorities operating rural training centres should facilitate quality improvements to enable delivery of accredited certificate 1 and 2 qualifications.



Objectives

SD3.1

In addition to long-cycle pre-employment qualifications, the Institute of Higher Education delivers qualifications and part qualifications using a range of delivery modes including on-the-job, off-the-job, open and distance learning, and out of hours on campus.

The Institute of Higher Education delivers part qualifications in rural and remote areas in response to provincial skill demand identified by PGTBs and Provincial Skills Centres and funded through the National Skill Development Fund.

SD3.2

The Institute of Higher Education collaborates closely with enterprises and industry associations to identify skill gaps and deliver part qualifications in workplaces, on a fee for service basis.

SD3.3

The Institute of Higher Education in collaboration with the VQA, investigates and delivers apprenticeship type qualifications in areas where practicable.

SD3.4

The Institute of Higher Education develops systems to enable open web-based and distance learning.

SD3.5

The Institute of Higher Education facilitates lifelong learning and offers, on campus and in community settings, part and full qualifications in areas of general interest such as adult literacy and numeracy, business and finance, and information and communications technology.

SD4

Graduate Outcomes

The Institute of Higher Education and other registered PSET providers delivering accredited qualifications maintain comprehensive, current and accurate student records to facilitate the evaluation of graduate outcomes.

Objectives

SD4.1

PSET providers apply a VQA determined unique identifier for each student enrolled in a full or part qualification and record comprehensive data that enables analysis of completion or otherwise, by level of qualification, gender, age, disability (if any), usual place of residence.

SD4.2

PSET providers regularly upload student records (including contact details) to VQA National Record of Achievement.

SD4.3

VQA routinely conducts tracer studies to evaluate and report graduate employment outcomes.

SD4.4

National Record of Achievement data is collated, and tracer study results uploaded to Open VEMIS and included in Annual MoET Statistical Digest.

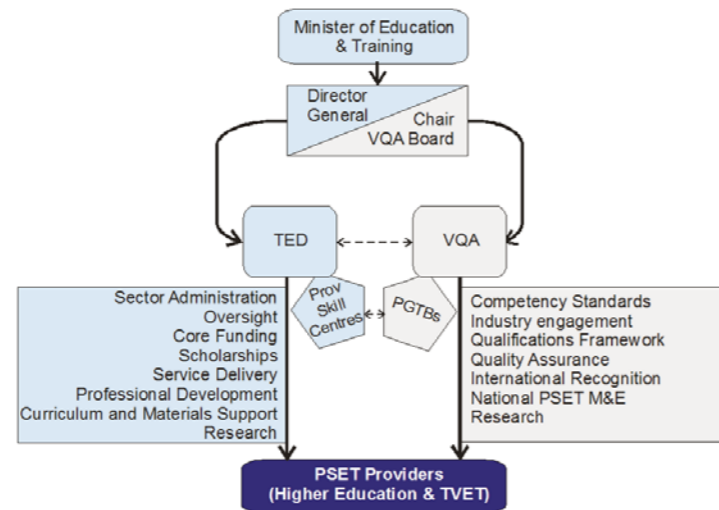
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The **National Human Resource Development Plan 2020-2030** (NHRDP) complements the **National Sustainable Development Plan 2020-2030** (NSDP) through a planned realignment of investments in Post School Education and Training (PSET).

The proposed NHRDP Goals and Objectives and the recommended realignment of PSET investments are linked to the occupational requirements embodied in each NSDP objective, and to identified skill shortages and gaps in the private and public sector.

Implementation of NHRDP Goals and Objectives will be a principal responsibility of the Ministry of Education and Training through a range of related agencies including the Vanuatu Qualifications Authority Board, the Tertiary Education Directorate, the Vanuatu Qualifications Authority, Provincial Skills Centres, Provincial Government Training Boards and providers of PSET qualifications.

Under the VQA Act (2014) the VQA Board is accountable to the Minister of Education and Training for the performance of the PSET system. As the permanent Chair of the VQA Board, the Director General of Education and Training reports directly to the Minister thereby enabling a direct line relationship between the Board and the Government. Importantly, the VQA Board membership is comprised principally of key economic and social development departmental heads (including the Prime Minister's Office and the Department of Finance), as well as senior private sector representatives. With this composition of high level, productive sector, national development, and industry representatives, the VQA Board is ideally placed to ensure skill demand, as expressed through the NHRDP, is the primary consideration driving PSET investment.



As mentioned in the NSDP, *people expect limited government resources to be put to better use*. The NHRDP provides a guide to more efficient and effective investment in PSET. The proposed realignment of current PSET investment will strengthen national capacity and improve opportunities for more ni-Vanuatu to gain qualifications and employment in areas that are better linked to national development objectives. It is essential that the VQA Board, with its senior level representation, establishes processes to ensure the necessary realignment of investment occurs.

Through its strategic planning processes, the VQA Board will lead the development of consistent and coherent PSET agency corporate and business plans that are aligned to the NSDP and the NHRDP⁴.

With the implementation of performance based funding measures, the VQA Board will establish funding criteria specifically related to NHRDP goals and objectives and oversee close monitoring and evaluation of the extent to which PSET service delivery achieves the required results.

Through the Minister of Education and Training, the VQA Board will provide annual (and exceptional) reports on PSET system performance in relation to NHRDP goals and objectives to Government.

4. The respective roles and responsibilities of all PSET agencies are provided in the National PSET Policy and Implementation Plan 2016 – 2020.

This annex provides a snapshot of proposed realignment of PSET funding based on the evidence provided in the **NHRDP Technical Report**.

The **NHRDP Technical Report** evidence has been derived from a range of sources including:

1. The application of the *International Standard Classification of Occupations (ISCO)* to determine in general terms which types of occupations will be necessary to deliver each NSDP objective.
2. Current labour market characteristics determined principally from national census data and other statistical reports from the Vanuatu National Statistics Office (VNSO).
3. A specifically commissioned industry survey to determine principal issues associated with the availability of skilled labour in Vanuatu in relation to industry skill demands.
4. An evaluation of structures and current vacancies across all Government ministries to identify public sector skill shortages and gaps.
5. An analysis of the profiles of foreign workers currently employed in Vanuatu as a guide to skill shortages and skill gaps in the local labour force.
6. Research into the current and emerging employment opportunities available through both longer-term emigration and short-term temporary work visa programs.
7. An examination of the structure and current capacity of the PSET system in Vanuatu to respond to existing and future skill demand as it emerges.

Vanuatu Government PSET investments are currently (2018) spread across a number of areas:

1. International scholarships
2. National scholarships
3. Colleges and Institutes delivering post-school qualifications
4. Ministry of Education and Training Tertiary Education Directorate (TED)
5. Vanuatu Qualifications Authority (VQA)

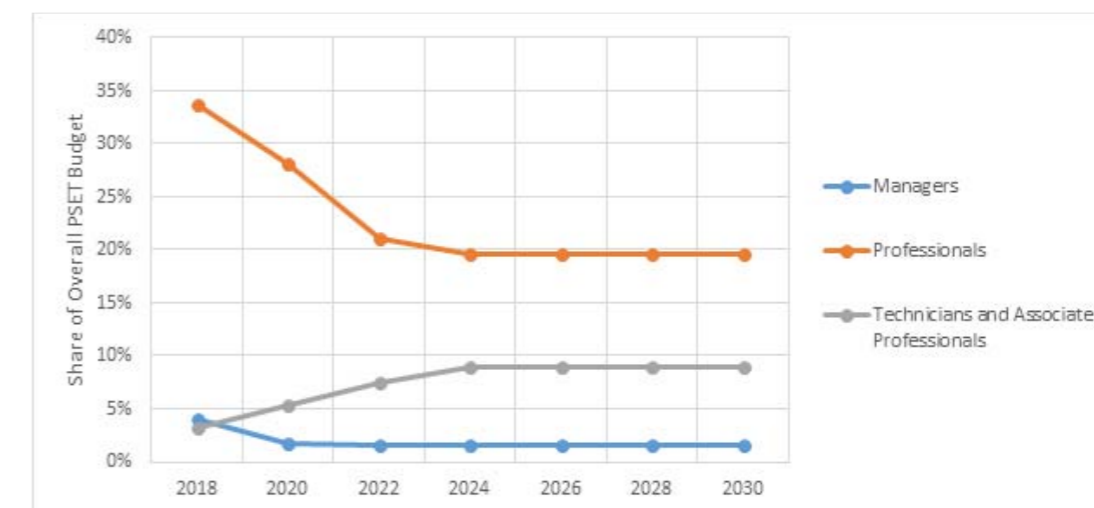
The following planned NHRDP realignment of PSET investments use the Department of Finance 2018 budget figures as the baseline.

1. International Scholarship Allocations:

Table 1-International Scholarship Proportional Share PSET Investments (2018 -2030) ISCO-1 Level⁵

	2018	2020	2022	2024	2026	2028	2028
International Scholarships: Proportional Share of Overall PSET Budget	41%	35%	30%	30%	30%	30%	30%
Managers	4%	2%	1%	1%	1%	1%	1%
Professionals	34%	28%	21%	20%	20%	20%	20%
Technicians and Associate Professionals	3%	5%	8%	9%	9%	9%	9%

Chart 1-International Scholarship Proportional Share PSET Investments (2018 -2030) ISCO-1 Level



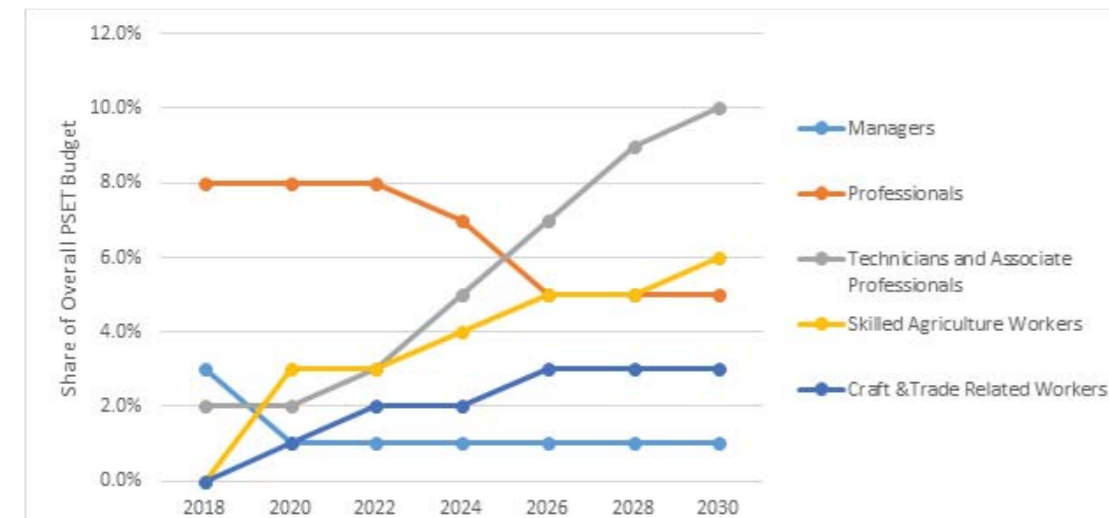
5. See NHRDP Technical Report for proposed international scholarship allocations to ISCO 3 level

2. National Scholarship Allocations:

Table 2-National Scholarship Proportional Share PSET Investments (2018 -2030) ISCO-1 Level⁶

	2018	2020	2022	2024	2026	2028	2030
International Scholarships: Proportional Share of Overall PSET Budget	13%	15%	17%	19%	21%	23%	25%
Managers	3%	1%	1%	1%	1%	1%	1%
Professionals	8%	8%	8%	7%	5%	5%	5%
Technicians and Associate Professionals	2%	2%	3%	5%	7%	9%	10%
Skilled Agriculture Workers	0%	3%	3%	4%	5%	5%	6%
Craft & Trade Related Workers	0%	1%	2%	2%	3%	3%	3%

Chart 2 -National Scholarship Proportional Share PSET Investments (2018 -2030) ISCO-1 Level



6. See NHRDP Technical Report for proposed national scholarship allocations to ISCO 3 level

3. PSET Providers:

Table 3 - Share of Overall PSET Investment to PSET Providers (2018 -2030)

	2018	2020	2022	2024	2026	2028	2030
PSET Providers:	52%	55%	60%	60%	60%	60%	60%
Proportional Share of Overall PSET Budget:	39%	40%	43%	41%	39%	37%	35%
PSET Providers Annual Appropriation	13%	15%	17%	19%	21%	23%	25%

Chart 3 - Share of Overall PSET Investment to PSET Providers (2018 -2030)



