

# VANUATU Skills Strategy | 2022



APTC is an Australian Government initiative in partnership with the Pacific and Timor-Leste

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## ABOUT US

APTC is a centre for training excellence providing Australian standard qualifications in various vocational areas. APTC programs are delivered by highly regarded, qualified trainers and are relevant and aligned with current and future career opportunities for graduates – careers where skilled employees are in high demand. As Australia's flagship technical and vocational education and training investment in the region, APTC serves ten countries: Fiji, Samoa, Vanuatu, Papua New Guinea, Solomon Islands, Timor-Leste, Nauru, Tuvalu, Tonga and Kiribati.

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# OUR GOAL

A more skilled, inclusive  
and productive workforce  
that enhances Pacific and  
Timor-Leste prosperity.

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# Abbreviations

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ACOMVETS	Anglican Church of Melanesia Vocational Education Technical School	PALM	Pacific Australia Labour Mobility
ADR	Annual Development Report	PLF	Pacific Labour Facility
AIPM	Australian Institute of Police Management	PSET	Post-School Education and Training
APCP	Australia Pacific Climate Partnership	PTVC	Pacific Vocational Training Centre
APTC	Australia Pacific Training Coalition	SDG	Sustainable Development Goals
DFAT	Department of Foreign Affairs and Trade	SOGIE	Sexual Orientation, Gender, Identity and Expression
DoL	Department of Labour	TED	Tertiary Education Directorate (Ministry of Education)
EES	Employee Engagement Survey	TVET	Technical Vocational Education and Training
EPOO	End-of-program outcomes	USP	University of South Pacific
GDP	Gross Domestic Product	VAC	Vanuatu Agricultural College
GEDSI	Gender Equity, Disability and Social Inclusion	VCCI	Vanuatu Chamber of Commerce and Industry
GoV	Government of Vanuatu	VESP	Vanuatu Education Support Program
IST	International Skills Training	VETSS	Vanuatu Education and Training Sector Strategy Plan
LLN	Language, Literacy, and Numeracy	VIT	Vanuatu Institute of Technology
MELF	Monitoring, Evaluation and Learning Framework	VQA	Vanuatu Qualifications Framework
MoET	Ministry of Education and Training	VSP	Vanuatu Skills Partnership
MoJCS	Ministry of Justice and Community Services	VSPD	Vanuatu Society for People with a Disability
NDDC	National Disability Desk Committee	VSS	Vanuatu Skills Strategy
NGO	Non-Government Organisation	VSTS	Vanuatu Sustainable Tourism Policy
NHRDP	National Human Resource Development Plan		
NPHC	National Population and Housing Census		
NSDP	National Sustainability Development Plan		



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## Section 1

## Key Findings

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Vanuatu 2030: The People's Plan – National Sustainability Development Plan 2016 to 2030 (NSDP) and the linked Vanuatu – 2030 National Human Resource Development Plan (NHRDP) are the highest-level frameworks of the Government of Vanuatu (GoV). Vanuatu 2030 charts Vanuatu's vision for achieving a stable, sustainable, and prosperous Vanuatu. Vanuatu 2030 priorities are grouped under three pillars: society, environment, and economy. The foundation of these pillars is the Ni-Vanuatu culture.

A key driver of the economy in terms of employment creation, trade and investment has been tourism. The closure of borders in 2020 directly impacted the hospitality and tourism industries and many related businesses. The industry is now showing signs of recovery and the GoV has a goal to increase visitor numbers to 300,000 by 2030.

A large part of the Vanuatu economy is primarily based on small-scale agriculture, which provides a living for around two-thirds of the population. A strategic focus of the GoV is to increase agricultural production both for local food supplies and to expand already well-established export markets for local crops such as copra and kava. Vanuatu's beef products are in high demand internationally and regionally and producers export to other countries. The fishing industry

is substantial but is mainly focused on the local market and does not contribute to foreign exchange in the same way as other agriculture activities.

Offshore financial services are another major contributor to economic activity and have increased the need for banking, legal and accounting services. Other services include retail and general business services.

The need to expand the available trained workforce to deliver the required level of economic activity in Vanuatu is critical for continued economic growth. The VSS addresses practical questions about skill needs in Vanuatu and was completed using a combination of Australia Pacific Training Coalition (APTC) internal data, desk research, and data collected in collaboration with the Vanuatu Chamber of Commerce and Industry (VCCI). The VCCI data collection was centred on consultations with employers from the private sector, government departments, and other stakeholders.

The outcomes of the consultations support a need for workplace skills across all industries. Some respondents stated workplace skills were more significant than technical skills for their organisations and a broad range of workplace

skill needs were identified. The top workplace skill needs for the non-trade industries were client and customer service, decision-making and problem solving, attitude to work, critical thinking, customer relations, multi-tasking and prioritising projects. The top workplace skill needs for the trade industries were attention to detail and attitude to work. (Refer to Annex II for more detailed information on the identified workplace skill needs).

Respondents from the trade industries identified technical skill needs across a broad range of skill sets. To meet the level of complexity of most of the identified skill sets training would need to be at a Certificate III level.

The non-trade industries identified a broader range of skills and many of the identified technical skill needs were service oriented and included coaching, leadership and management skills. (Refer to Annex II for more detailed information on the identified technical skill needs).

In addition, to their skill needs participants were asked a series of questions about their recent and anticipated job vacancies, the qualification levels they needed, and the impact of labour mobility on their organisations.

Forty-four percent of respondents had job vacancies in the last three months. Respondents expected ongoing skill shortages for the next 12 months. The identified skill shortages were for trades, administrative and restaurant jobs, especially chefs.

When asked how these vacancies occurred, respondents listed: staff leaving to take up mobility opportunities, changes to business needs, changes to business demand from COVID-19, changes in skill requirements and experienced staff leaving or about to retire.

Respondents were asked to comment on the workplace changes that were impacting their operations. Technological change was the major expected impact for respondents, and they expected existing workers would need training to adapt to technological change and the introduction of new machinery.

When asked the type of qualification needed to fill vacancies more than fifty percent of respondents indicated their preference was for training to be offered using individual skill sets. More research is needed to confirm the reason for this preference, but it may be the higher preference for training to be delivered using individual skill sets is being driven by the need for quicker, more focused solutions to fill the immediate skill needs of organisations. Vanuatu workers have been active in accessing labour mobility programs. Many of the respondents had been impacted by the loss of staff taking up mobility opportunities. They acknowledged these opportunities provide participants with increased

financial benefits and provide skills development opportunities. However, they expressed concerns regarding the negative impact the loss of workers create for their organisations.

Reintegration strategies to capture the skills of returning workers will support skills development in Vanuatu. For many workers their training and the skills they gain overseas will have a direct link to employment on return. But for some returning workers, a small amount of retraining may be needed to assist them to meet local industry skill needs.

In the medium-term, the ability to create a larger pool of highly skilled workers in Vanuatu may be impacted by the barrier that low literacy levels place on potential workers accessing training. Higher level skills formation will also be impacted by the low supply of training available in Vanuatu Qualifications Authority (VQA) qualifications above Certificates I and II level.

Given industry's high preference for training in individual skills sets, in the medium-term APTC could support VQA and local PSET providers to develop and deliver a range of industry focused individual skill sets. This training could be structured to build overtime resulting in participants attaining a full qualification. Building the capacity and capability of PSET providers to deliver higher level qualifications will take time. During this time access to APTC training will be needed to respond to the identified skill needs in Vanuatu.



# Introduction

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The Vanuatu Skills Strategy (VSS) provides the strategic thinking and evidence for the inclusion of training for Vanuatu in the APTC Regional Training Profile for 2023. It also provides the preliminary planning for training in 2024 and 2025.

The VSS reflects the outcomes and activities agreed through the APTC program logic and the Monitoring, Evaluation and Learning Framework (MELF). Key to the development of the strategy is working with industry, government, PSET providers and relevant stakeholders. The VSS addresses practical questions about skills needs in Vanuatu and applies an evidence-based approach to align training with improved employment outcomes for graduates seeking employment, improved capability for those already in the workforce, to build the capacity of PSET providers and to support labour mobility opportunities to Australia.

The VSS takes into consideration the impact of COVID-19<sup>1</sup> and the Department of Foreign Affairs and Trade (DFAT) Partnerships for Recovery focus on health security, stability, and economic recovery<sup>2</sup>, and the constraints the pandemic

continues to place on the delivery of training in Vanuatu and across the region.

The VSS ensures APTC is well positioned to respond to the Vanuatu 2030: The People's Plan – National Sustainability Development Plan 2016 to 2030 (NSDP)<sup>3</sup> and the linked Vanuatu – 2030 National Human Resource Development Plan (NHRDP)<sup>4</sup>.

The NSDP is the result of extensive community consultations. These consultations resoundingly called for a balance between the social, environmental, and economic pillars of sustainable development, with consideration for cultural heritage as the foundation for an inclusive society.

The GoV recognises economic growth and development cannot be achieved without investment in education and skills training. The NHRDP complements the NSDP and guides investment in PSET. The proposed realignment of resources in the NHRDP aims to improve opportunities for young people to gain qualifications and employment in areas that are

better linked to labour market needs.

There are limitations to the extent that the gaps in the supply and demand for skills can effectively be measured. In the Pacific the measurement of these gaps is further impacted by a lack of data collection and reporting and the availability of statistical information.

The VSS was completed using a combination of APTC internal data, desk research, and data collected in collaboration with the Vanuatu Chamber of Commerce and Industry (VCCI). The VCCI data collection was centred on conducting consultations, preferably face-to-face or over the telephone, with employers from the private sector, government departments, and other stakeholders. The analysis of the data collected during these consultations provides the evidence-base for the inclusion of training for Vanuatu on the APTC Regional Training Profile.

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<sup>1</sup> Partnerships for Recovery: Australia's COVID-19 Development Response. Department of Foreign Affairs and Trade, Australian Government, October 2020.

<sup>2</sup> Partnerships for Recovery 2021-2022, Department of Foreign Affairs and Trade, Australian Government.

<sup>3</sup> National Sustainable Development Plan 2016-2030. Department of Strategic Policy, Planning and Aid Coordination. Republic of Vanuatu

<sup>4</sup> Vanuatu 2030 National Human Resources Development Plan 2020-2030. Department of Strategic Policy, Planning and Aid Coordination. Republic of Vanuatu



Section 2

# Government, Education, Economy

Australia has a long history of close diplomatic relations with Vanuatu. In 1980 the Australian High Commission was opened in Port Vila. Australia is Vanuatu's largest bilateral aid donor and closest security partner. Recent bi-partisan visits by Australian government representatives have reaffirmed Australia's strong bilateral relationship with Vanuatu<sup>5</sup>.

## Government

Under the 1980 Constitution, the President, who serves as a head of state is elected for five years, members of parliament are elected for four-year terms. Parliament elects the chief executive, the Prime Minister. The Prime Minister then appoints a Council of Ministers. The Constitution also provides for a National Council of Chiefs, composed of elected custom chiefs, to advise the government on matters relating to custom and tradition. Vanuatu's six provincial governments are responsible for local government functions.

## Education

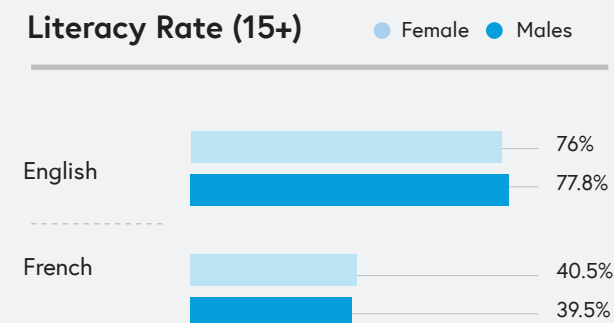
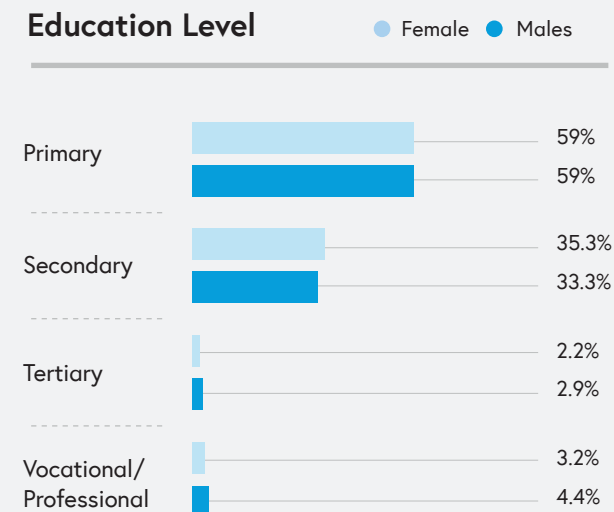
Although attempts have been made since independence to introduce a single, English-speaking education system, ongoing economic aid from France for the maintenance of the Francophone school system has ensured that about half of Vanuatu's children receive French-language instruction.

Education is free and compulsory for children 6 to 12 years. Only around one-third of Vanuatu's children undertake post-primary education. Adult literacy rates are among the lowest in the Pacific. The literacy rate for those over 15 years is 76.90 percent for English and 40.0 percent for French<sup>6</sup>.

The Vanuatu Education and Training Sector Strategy Plan - 2020-2030<sup>7</sup> (VETSS) aligns with the NSDP and provides long term direction for the education system. The VETSS acknowledges education and training as a key driver in attaining a better future for Ni-Vanuatu while acknowledging there are significant challenges in achieving improved educational outcomes.

## Education Indicators

Proportion (%) by highest education completed (15+)



<sup>5</sup> Closer security ties flagged with Vanuatu, ABC News, 13 December 2022.

<sup>6</sup> 2020 National Population and Housing Census, Ministry of Finance and Economic Management, Republic of Vanuatu

<sup>7</sup> Vanuatu Education and Training Sector Strategy Plan - 2020-2030. MoET, Government of Vanuatu. June 2020

## Economy

Economic development is hindered by dependence on relatively few commodity exports, vulnerability to natural disasters, and long distances between both international and provincial markets. Agriculture, offshore financial services, and tourism are main stays of the economy. A small light industry sector caters to the local market. Mineral deposits are negligible, and the country has no known petroleum deposits.

The overwhelming majority of Vanuatu's population are subsistence agriculturalists, living in small rural villages where activities revolve around the land. The economy is based primarily on small-scale agriculture, which provides a living for about two-thirds of the population.

In 2021, sawn timber increased in value to become the third-biggest export after kava and copra. The GoV approval to increase the sandalwood harvest boosted exports in 2022. Agriculture, especially cattle farming, is a target for growth.

Tourism has been impacted by the ongoing infrastructure difficulties at Port Vila airport and the impact of COVID-19 restrictions. Improved cruise ship facilities and the re-opening of international

borders, is expected to support the recovery of tourism and related enterprises in 2023.

The Reserve Bank of Vanuatu has kept its key policy rate at 2.25% since March 2020 and inflation is expected to reduce to 3.2% in 2023<sup>8</sup>. The Gross Domestic Product (GDP) in current prices for Vanuatu is forecast to increase 40.82 percent between 2022 and 2027<sup>9</sup>.

The National Population and Housing Census (NPHC) is conducted every 10 years with the last one being collected in 2020. The total population of Vanuatu at the time of the 2020 Census was 300,019 and the total labour force (people 15+ years) was 83,778. The unemployment rate was 6.03 percent, unemployment was slightly higher for males at 3.16 percent compared with 2.87 percent for females<sup>10</sup>.

<sup>8</sup> Asian Development Outlook 2022 Update. ADB September 2022.

<sup>9</sup> Vanuatu - gross domestic product (GDP) 1987-2027 | Statista

<sup>10</sup> 2020 National Population and Housing Census, Ministry of Finance and Economic Management, Republic of Vanuatu.

● Males ● Female

300,019  
Total Population



● 50.53% ● 49.47%

83,778  
Total Labour Force (15+)

78,729  
Total employed



● 54.74% ● 45.26%

5,049  
Total unemployed



● 3.16% ● 2.87%



Section 3

# APTC Regional Training Cycle

The alignment of training with employment opportunities is critical to support improved economic recovery and development in Vanuatu. The APTC Training Planning Process is the tool currently used by APTC to plan training across the Pacific. The process commences with external and internal scans and analysis of relevant information and data. The development goals for each country set the priorities for the training profile. Consultations are conducted with industry, government, PSET providers, APTC management, trainers, and relevant stakeholders. Outcomes from past training is a key element considered at the commencement of the planning process.

The end-of-program outcomes (EOPO) and the activities agreed through the APTC program logic and MELF guide the APTC Training Planning Process. The success of EOPO 1 – Graduates have improved employment outcomes relies on the ability to link skill needs with training and employment for graduates. In addition, there are training activities linked to EOPO 2 – Co-investment and EOPO 3 – Selected PSET partners demonstrate quality TVET provision.

The diagram below illustrates the APTC Training Planning Process. The outcomes of the activities undertaken in Steps 1 and 2 provide the foundation for the Skills Strategy for each country. The Country Skills Strategy is the evidence-base for the APTC Regional Training Profile.

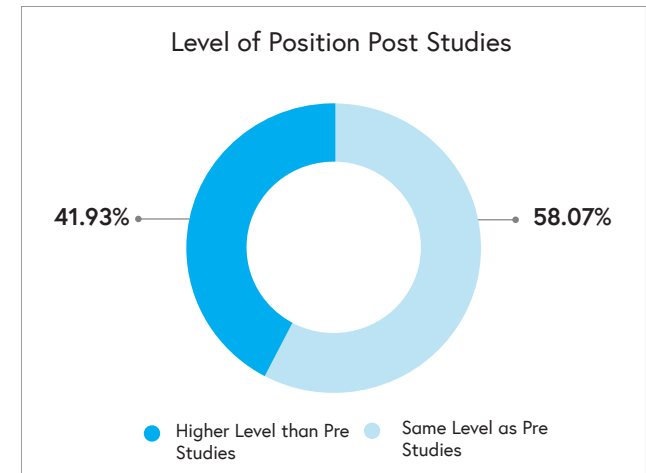
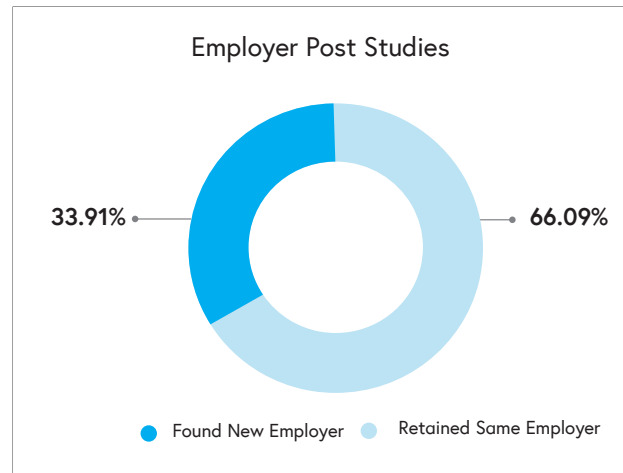
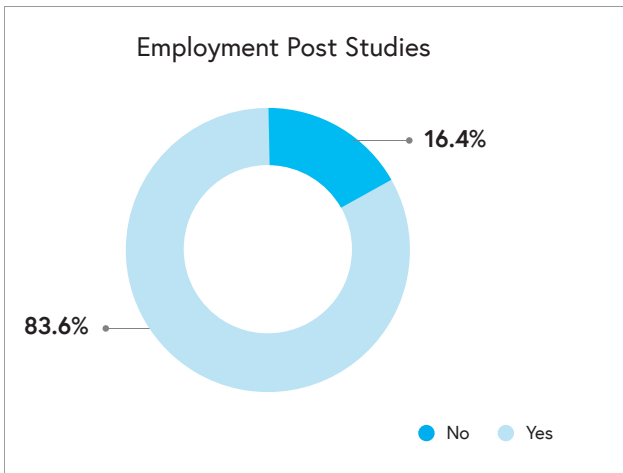
Sections 3.1 to 3.5 provide detailed information on the APTC Training Planning Process activities and the data used to guide decision-making.



### 3.1 Skills to support employment and industry capability development

Skills to support employment and capability development is a key focus for APTC. To determine what new skills training and capability development is needed APTC works with employers, government departments, Chamber of Commerce, not-for-profit organisations, and other stakeholders to determine the need for new skills and the modification of current training. The knowledge gained through these consultations determines what, how, where and to whom APTC delivers training that is linked to employment outcomes.

APTC outcomes data provides an evidence-base to determine if past training has delivered improvements in employment outcomes for graduates. For the period 2018 to 2022 at the completion of their studies students were asked: "Will you have employment after you graduate from APTC?" 83.6 percent answered "Yes". Of these, 33.91 percent indicated they had found a new employer after studies and 66.09 percent indicated they had employment with the same employer. Of those who stated they had employment with the same employer 41.93 percent indicated they would be employed in a higher-level position than prior to studies. These results provide evidenced APTC training is leading to improved employment outcomes for graduates.



## 3.2 Skills to support PSET Providers

Aligned with EOPO 3 the APTC planning process includes strategies for strengthening TVET in the Pacific. One of the two major components of the training provided for EOPO 3 is the strengthening of local PSET qualifications. The VQA is the government entity responsible for the strengthening of PSET provider skills and the qualifications to be delivered in Vanuatu. APTC has been working in partnership with the VQA to develop a national Certificate II in Plumbing qualification. In addition, APTC has worked with partner PSET providers to conduct quality reviews and support the development of content for the delivery of their programs.

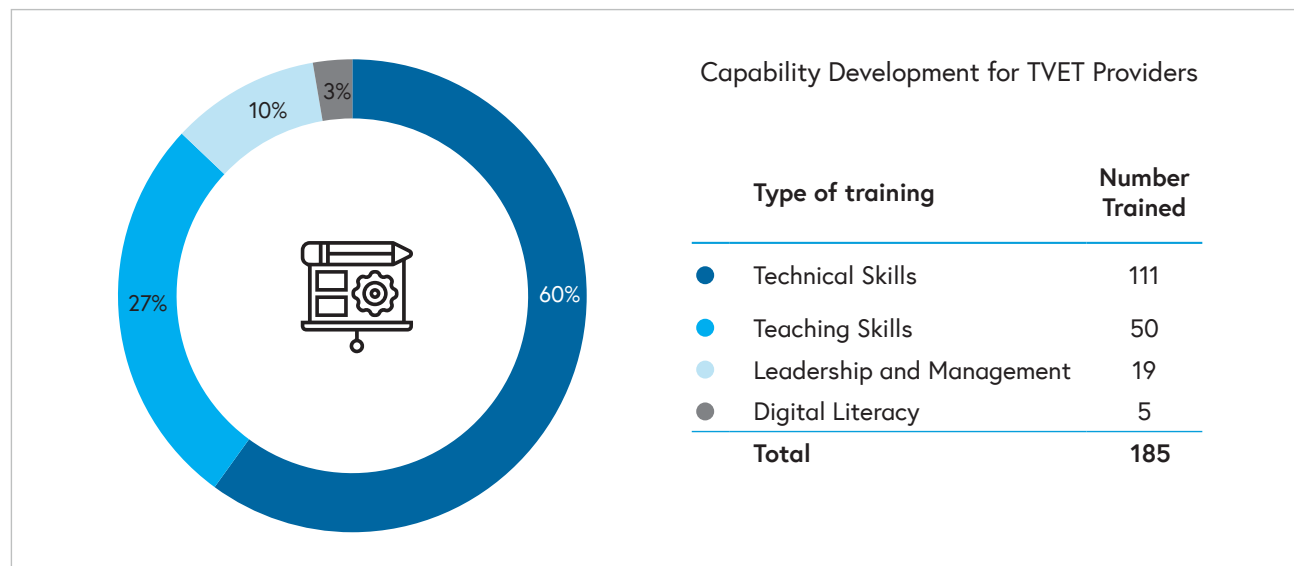
The other major component of this EOPO is working with local PSET providers to support the capability development of their staff. APTC has supported capability development for nineteen PSET providers with training for 185 employees from across these organisations. The participants have completed training in technical skills,

teaching skills, and leadership and management. The APTC planning process prioritises enrolments for local PSET employees.

To support PSET providers moving to digital administration and teaching platforms APTC has delivered a short course in digital literacy. To-date

five staff employed by local PSET providers have completed this training.

Support provided via the APTC program for local PSET providers and other key stakeholders is included as Annex 1.



### 3.3 Skills to support workplace outcomes

Entry to Certificate III level skills sets and qualifications and the ability to successfully complete training at this level requires good language, literacy, and numeracy (LLN) skills.

APTC provides support for LLN as part of the training offered for Certificate III level qualifications, however, for some training areas low LLN skills may be a barrier to obtaining entry. In 2022, applicants who failed to meet the entry requirements to study with APTC participated in workshops to improve their LLN skills and a total of 134 participants completed the LLN Strengthening Program. The resources developed for the APTC LLN Strengthening Program had been made available to Vanuatu Institute of Technology (VIT) to support their LLN training. These initiatives support the national priority to increase LLN levels in Vanuatu.

One of the APTC GEDSI goals, is to increase access for rural and remote communities. To support this goal the LLN Strengthening Program was offered in Penama province, and 115 participants attended the training.

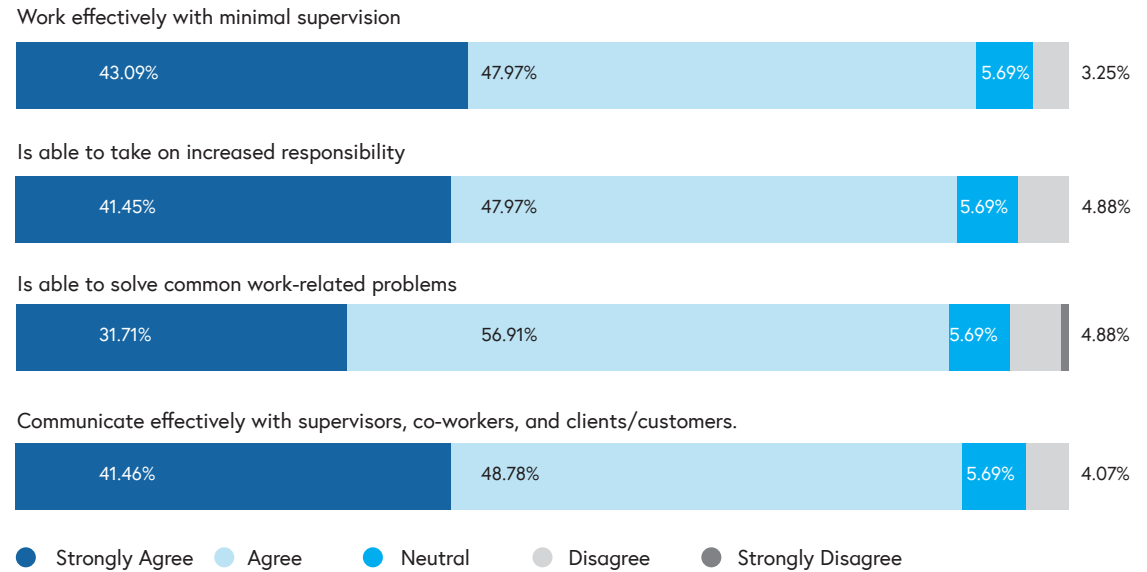
APTC full certificate courses include training in workplace skills. As shown in the following section respondents of the latest APTC Employer Engagement Survey (EES) acknowledge the high level of workplace skills achieved by APTC graduates.



In the most recent EES when asked about the workplace skills demonstrated by APTC graduates at least 89 percent of employers strongly agreed, or agreed, APTC graduates can:

- Work effectively with minimal supervision
- Take on increased responsibility
- Solve common work-related problems
- Communicate effectively with supervisors, co-workers and clients/customers.

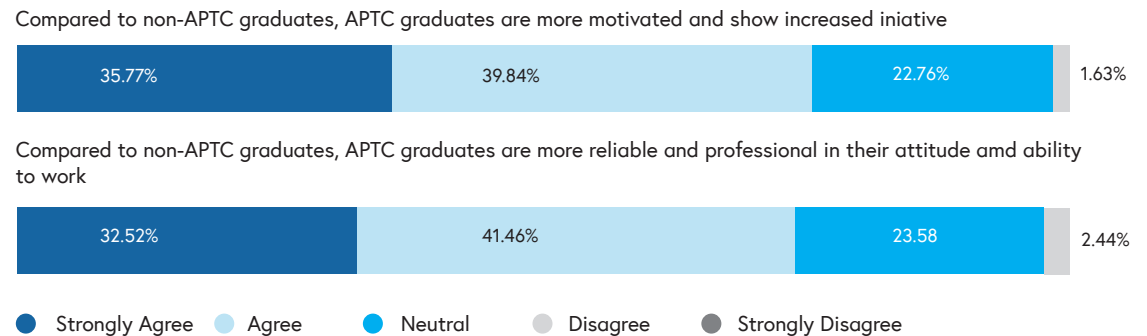
### APTC Graduate Workplace Skills



In the same survey, when employers were asked to compare APTC graduates performance with non-APTC graduates:

- 75.61 percent of employers who responded to this question strongly agreed or agreed APTC graduates are more motivated and show increased initiative.
- 73.98 percent of employers who responded to this question strongly agree or agree APTC graduates are more reliable and professional in their attitude and ability to work.

### APTC Graduate Skills compared with other PSET Graduates



Industry consultations supported the need for workplace skills training. The outcomes of these consultations are detailed in the Vanuatu Skill Needs section.

### 3.4 Skills to support mobility

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The delivery of training to support labour mobility and qualifications that deliver skills in demand in both the Pacific and Australia will continue to be a focus for APTC. The ongoing research and implementation of pilot programs for the delivery of training in new skill shortage areas such as the APTC Aged Care Pilot will continue.

In collaboration with the Pacific Labour Facility (PLF) and Vanuatu's Department of Labour and Employment Services, APTC will continue to support joint labour mobility outcomes under the Pacific Australia Labour Mobility (PALM) scheme.

In addition to the delivery of non-accredited work ready programs, APTC has been providing capability development for the employees of the Department of Labour and Employment Services to deliver the wok i redi program (Work and Live in Australia).

APTC will continue to deliver short course qualifications and micro-credentials which prioritise increasing opportunities for women, people with a disability and

those in rural and remote communities to access mobility opportunities.

Circular labour mobility is an excellent process to support the Vanuatu economy. Reintegration strategies to capture the increased skills of returning workers will be the focus of future research. For many workers the training they received and the skills they have gained overseas will have a direct link to employment on return. But for some returning workers, a small amount of retraining may be needed to assist them to gain employment and ensure their skills and knowledge are not lost to the Vanuatu economy.

Accessing data on the number of APTC graduates who have mobilised is difficult because participants do not always disclose this information and APTC does not receive detailed information from the local sending unit.

As part of the recent consultations participants were asked about the impact of labour mobility on their organisations, the information they provided is detailed in the Labour Market section of the strategy.



### 3.5 Skills to balance participation

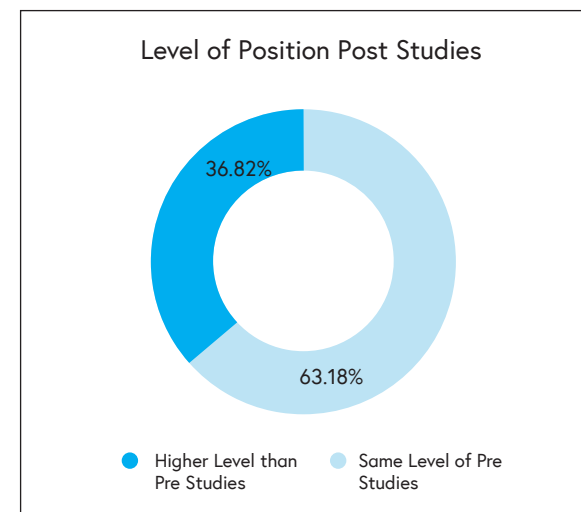
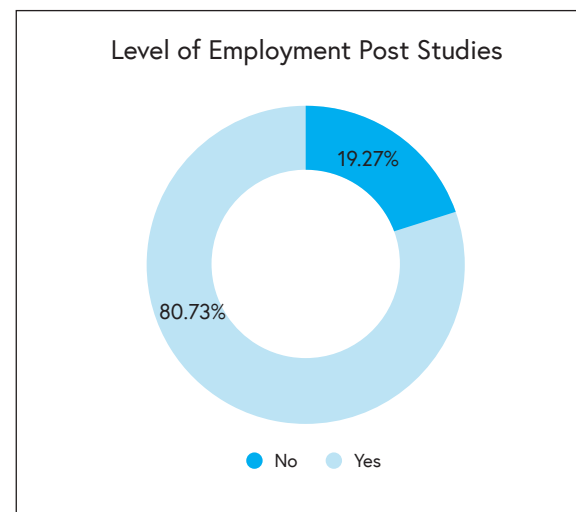
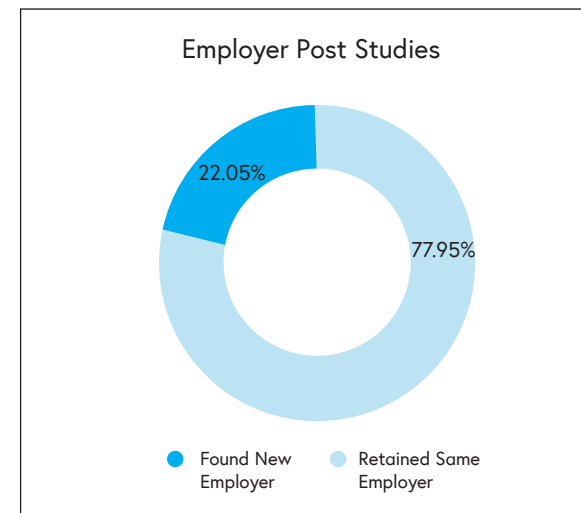
The APTC Gender Equity, Disability and Social Inclusion (GEDSI) Framework guides outcomes for women, people with a disability, citizens from small island states and remote and maritime locations and is an important part of decision-making in the APTC planning process.

For the period 2018 to 2022 female graduate numbers in full qualifications were higher (52.7 percent) than male graduate numbers (47.3 percent). If we include all training the percentage of female graduates (46.6 percent) is lower than for male graduates (53.4 percent). Most of this difference relates to the higher number of male graduates who completed the short course, Prepare to Work Safely in the Construction Industry.

As shown in the following graphs GEDSI outcomes for Vanuatu are tracking well. Employment outcomes for females are similar to those for all graduates, 80.73 percent of female graduates compared with 83.6 percent of all graduates indicated they would have employment after graduation.

A larger proportion of female graduates when compared with all graduates indicated their employment would be with the same employer. Of the group who indicated they would have employment post studies, 77.95 percent indicated they would be employed with the same employer and 36.82 percent of these graduates stated they would be employed in a higher-level position than prior to studies.

37.5 percent of graduates with a disability indicated they would have employment after the completion of their studies.



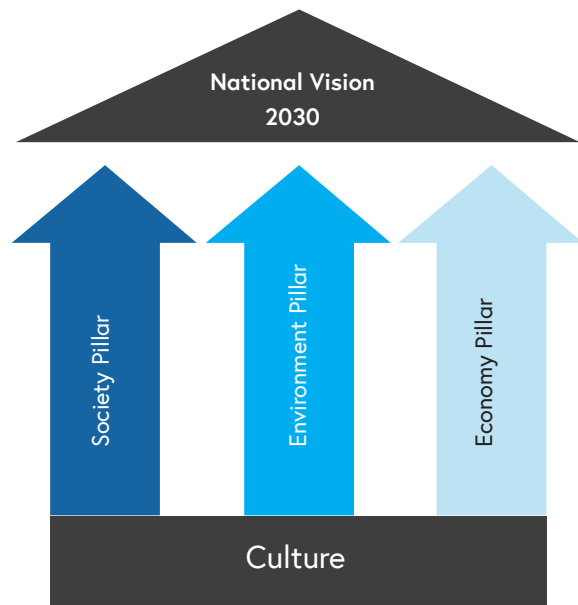


Section 4

# Vanuatu Government Priorities

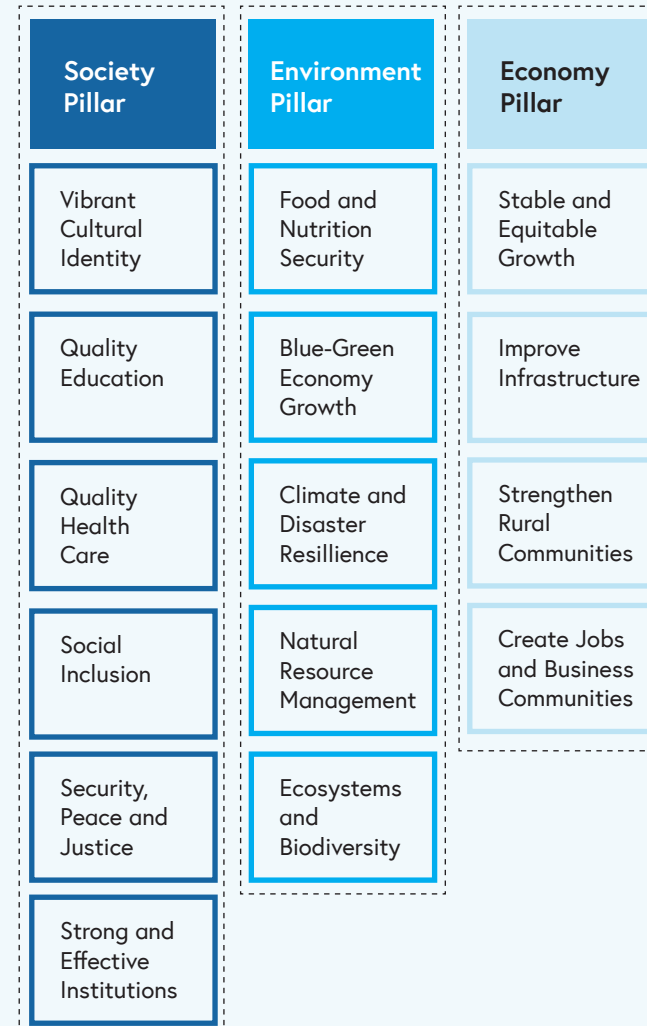
Vanuatu 2030: The People's Plan and the linked NHRDP are the highest-level frameworks of the GoV. Vanuatu 2030 charts Vanuatu's vision for achieving a stable, sustainable, and prosperous Vanuatu and sets out the national priorities and context for the implementation of the Sustainable Development Goals (SDG).

The goals of Vanuatu 2030 capture the priorities expressed through the GoV's consultations. The priorities are grouped under three pillars. The foundation of these pillars is the Ni-Vanuatu culture, the focus is on improving the wellbeing of society, protecting, and enhancing the environment and maximising economic opportunities for shared prosperity<sup>11</sup>.



<sup>11</sup> Best-practice sharing on effective national monitoring and evaluation systems: Vanuatu 2030 and the SDGs. Department of Strategic Policy, Planning and Aid Coordination (DSPPAC), Office of the Prime Minister and the Vanuatu National Statistics Office, Vanuatu Government.

Under the three pillars, society, environment, and economy, there are a total of fifteen goals and ninety-eight policy objectives. The policy objectives, specify the interventions and outcomes for achieving the goals and each policy objective has a corresponding target and indicators to enable monitoring and reporting on progress.



Next year marks the mid-point for the implementation of the NSDP. Progress and reporting have been impacted by natural disasters, civil unrest, and the COVID-19 pandemic. The Annual Development Report 2018 (ADR) outlines the significant improvements Vanuatu has achieved across all three pillars socially, environmentally, and economically. However, the report also acknowledges there are still many areas to be improved. For example, the Human Development Index for Vanuatu has only achieved a small improvement in the past 30 years.

Of the 198 indicators in the NSDP, 44 indicators (22.2 percent) were reported as making overall progress. However, a total of 85 indicators (42.9 percent) had insufficient data to be measured effectively or were not reported on. This is a reduction from the 92 indicators in the 2017 ADR with insufficient data to be measured effectively. This lack of information, while spread over all three pillars is of the greatest significance in the Economic Pillar where 71.9 percent of indicators could not be measured for progress. The GoV has committed to improve data collection over the coming reporting periods<sup>12</sup>.

The GoV recognises the link between economic growth and development and investing in education and skills development. The objective of the NHRDP is to improve opportunities for young Ni-Vanuatu people to gain qualifications linked to employment opportunities and national development objectives.

The NHRDP guides the funding allocation for PSET to ensure the available resources are more efficiently and effectively used and allocations are based on the needs of the Vanuatu labour market. The NHRDP uses the 2018 overall budget allocations to the PSET sector as the baseline for adjustments over six-year timeframes.

The model recommends a decline in the allocation for international scholarships up till 2022 and then for these to be maintained at 30 percent. This reflects the ongoing need for higher level degree and post-graduate qualifications in health, engineering, banking and finance, telecommunications and higher education programs not included in vocational training areas.

<sup>12</sup> Annual Development Report 2018. Government of the Republic of Vanuatu. August 2019.

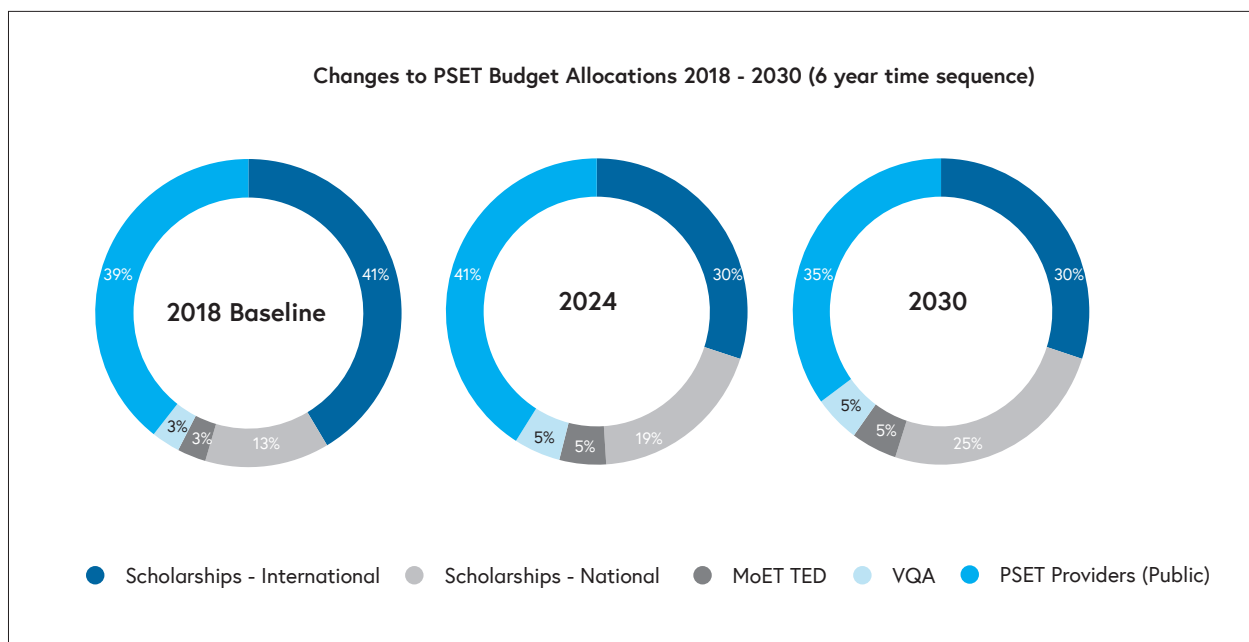


The share allocated for national scholarships for technical, associate professional and trade qualifications will steadily increase as the local capacity to deliver higher level qualifications improves.

Investment in PSET provider funding will increase to support the establishment of a new institute of higher education and to support an expansion in nursing and teacher education places to address the critical shortages in both these areas. Once these goals have been achieved the PSET provider budget will decline.

This decline will be offset by the increasing revenue stream from the delivery of national scholarships.

Funding for the quality improvement agencies, Tertiary Education Directorate (TED) and VQA, is expected to increase to five percent of the overall PSET budget and is then expected to be constant until 2030. These are all estimates, and actual funding may vary overtime. The diagrams show a visual snapshot of the proposed changes in the PSET budget overtime<sup>13</sup>.



<sup>13</sup> Vanuatu 2030 National Human Resources Development Plan 2020-2030. Department of Strategic Policy, Planning and Aid Coordination. Republic of Vanuatu





Section 5

## Overview

The VSS addresses practical questions about skill needs in Vanuatu. The methodology for the VCCI data collection was centred on consultations, preferably face-to-face or over the telephone, with employers from the private sector, government departments, and other stakeholders.

Respondents were asked about the skill needs of their organisations now and in the next eighteen months. The respondents needed to drill down to the specific skills needed by their organisation for each training area. This level of detail was needed to ensure strong alignment between planned training and the skills needed to enhance graduate employment opportunities, provide capability development for existing workers and enhanced mobility opportunities. This more granular analysis of skills supports the planning of training to meet the revised APTC graduate targets in shorter accredited and non-accredited courses and micro-credentials.

The scope of the industries to be consulted was based on advice from the VCCI and research to determine the industries operating in Vanuatu. The Australian Qualifications Framework was used to guide the skill titles and descriptors.

Consultations were conducted in Malampa,

Sanma, Shefa, and Tafea provinces during the months of October and November 2022. A total of 500 respondents participated in the consultations. The largest number of responses were from Shefa province, with most of these responses coming from the capital, Port Vila. Most of the organisations consulted operated in the private sector and over fifty percent were micro to small operations (employing 10 or less people). A standard set of questions were used, and participants were asked to assess both the workplace and technical skill needs of their organisations.

Workplace skills are the skills that support the daily activities of employees and ensure productivity in the workplace. Participants were asked to assess their workplace skill needs across three levels. Basic or entry-level skills, this is the skill level where junior or less experienced staff would be expected to operate. Intermediate skills, this is the skill level where more experienced staff would operate. Advanced skills, this is the skill level where supervisors, managers, and more senior experienced staff would be expected to operate. Similar skills may be needed across all three levels but the complexity of tasks and the ability of staff to work independently would vary as staff move through each of these levels.

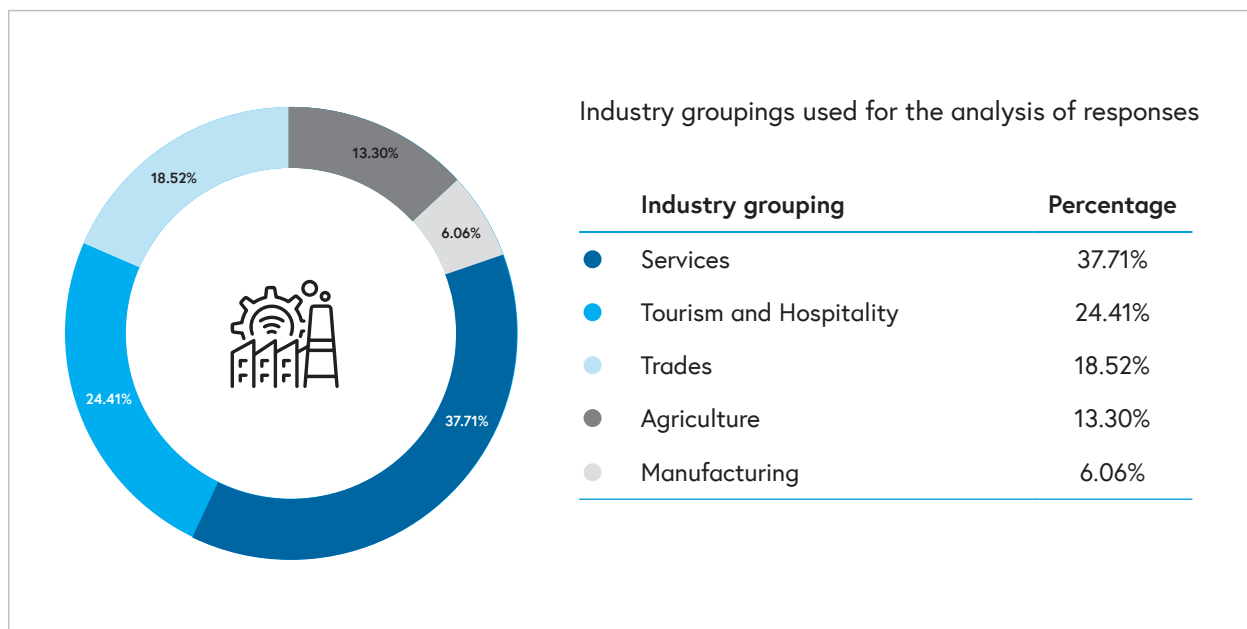
Technical skill needs are the skills related to a profession or trade and reflect the specialised knowledge and expertise required to perform specific tasks and use specific tools and programs in real workplace situations. Diverse technical skills are required in every industry and without these skills, organisations lose their competitive advantage and productivity is impacted.

Participants in the consultations stated there was a need for improved workplace skills in their organisations. In some cases, respondents stated workplace skills were more significant than technical skills for their organisations. The main workplace skills identified for the trade industries were attention to detail and attitude to work.

The results from the consultations support a need for LLN skills, these skills were not included in the top priorities but every industry listed LLN skills as a medium priority need.

The technical skill needs of respondents from the trade industries were more focused on specific technical skill needs. For this reason, the technical skills have been disaggregated for each industry.

The technical skill needs of respondents from the non-trade industries were focused on a broader range of skills and many of their technical skill needs, were service oriented, and included coaching, leadership and management skills. These skill needs overlap with many of the identified workplace skill needs. For this reason, the workplace skill needs were combined by industry groups. The graph below shows the percentage of responses by industry group.



## 5.1 Agriculture Industry —

The GoV is committed to ensuring adequate food supplies for Vanuatu and increasing agricultural export markets. But they are keen to ensure this is achieved using a strong approach to conservation and the sustainable management of Vanuatu's biodiversity and ecosystems. The agricultural industry plays a key role in the national economy, though much of the activity is in the informal economic sector.

Copra and kava are both important agricultural export crops. Although the fishing industry is an important part of the economy most of the production is for the local market and this means it does not generate as much foreign export revenue as other agricultural activities. There is high demand for beef products and Vanuatu's cattle producers export to other countries .

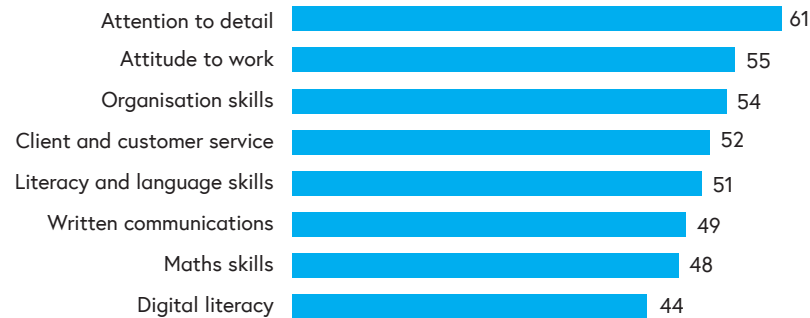
Consultations were conducted with the cattle, crop and poultry farming industries. Several of the organisations consulted operated across more than one of these industries, in these cases responses were collated for each industry.



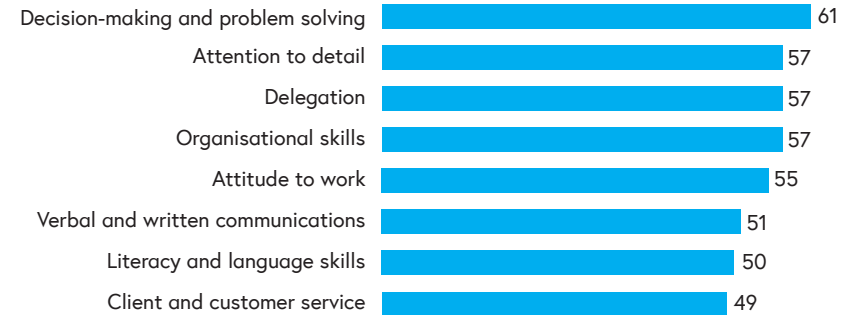
## 5.1.1 Agriculture – Workplace Skills

The following graphs show the workplace skills identified by respondents from the cattle, crop and poultry farming industries.

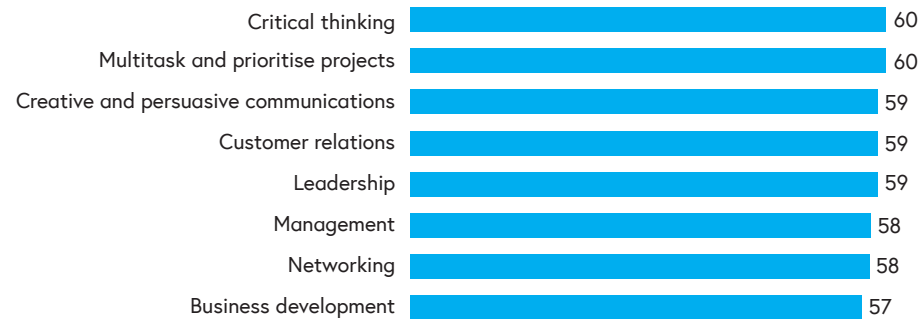
### Agriculture Top Basic Skills



### Agriculture Top Intermediate Skills



### Agriculture Top Advanced Skills

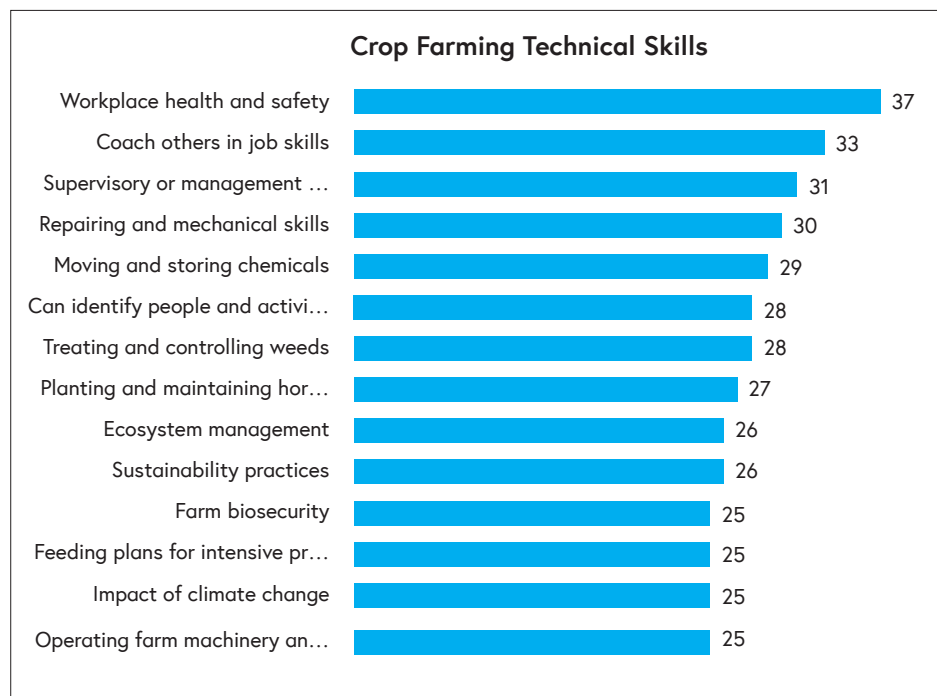


The top workplace skill needs for all the agriculture industries were:

- **Basic level** - attention to detail.
- **Intermediate level** – decision-making and problem solving.
- **Advanced level** – critical thinking and multitask and prioritise projects.

### 5.1.2 Agriculture – Crop Farming – Technical Skills

This industry grows plants, food, and vegetables for commercial purposes. The following graph shows the technical skill needs identified by respondents for the crop farming industry.



The top technical skills identified by respondents from the crop farming industry were:

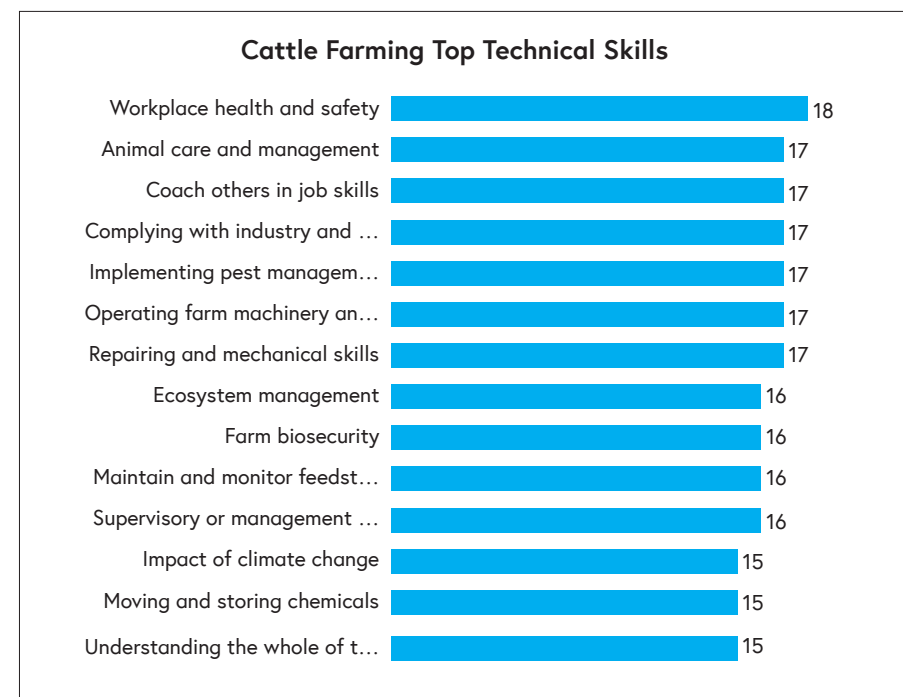
- **Workplace health and safety** – safely handle products and machinery, identify, and manage workplace hazards.
- **Coaching others in job skills** – support the development of other employees in their job tasks through feedback, informal on-the-job training, and discussions.

- **Supervisory or management** – use management and leadership techniques that help other employees perform in their jobs.
- **Repairing and mechanical skills** – carry out minor repairs and maintenance on equipment.
- **Moving and storing chemicals** – safely move and store chemicals on the farm.

### 5.1.3 Agriculture – Cattle Farming – Technical Skills

This industry raises bulls and cows to produce milk, meat, and hides and to increase the number of animals available for the cattle industry. Vanuatu is the largest producer of beef in the Pacific.

The following graph shows the technical skill needs identified by respondents from the cattle farming industry.

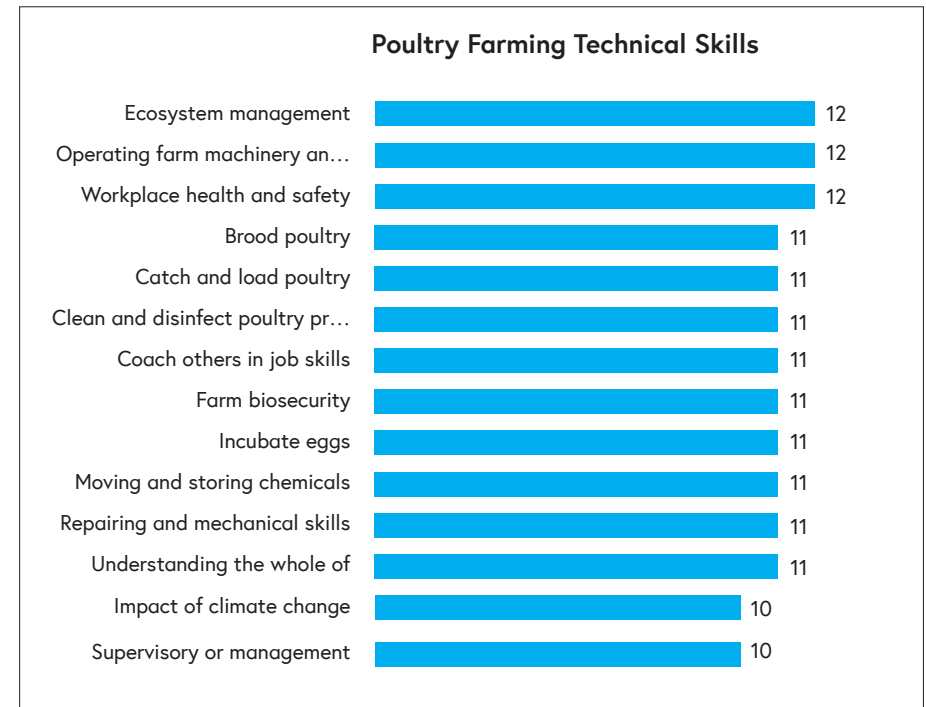


The top technical skill needs identified by respondents from the cattle farming industry were:

- **Workplace health and safety** – safely handle products and machinery, identify, and manage workplace hazards.
- **Animal care and management** – care for animals, breed, train and manage animals' health and safety.
- **Coaching others in job skills** – development of other employees in their jobs through feedback, informal on-the-job training, and discussions.
- **Comply with industry and animal welfare requirements** – ensure animal health, welfare, and training.
- **Implementing pest management strategies for livestock** – ensure stock are free from pests.
- **Operate farm machinery** – operate a range of farm machinery and equipment.
- **Repairing and mechanical skills** – carry out minor repairs and maintenance on equipment.

#### 5.1.4 Agriculture – Poultry Farming - Technical Skills

Poultry farming involves breeding, keeping, and raising birds to produce eggs, meat, and feathers. The following graph shows the technical skill needs identified by respondents from the poultry farming industry.



The top technical skill needs identified by respondents from the cattle farming industry were:

- **Ecosystem management** – ensure the long-term sustainability of all parts of the natural and farm environment.
- **Operate farm machinery and equipment** – operate a range of farm machinery and equipment.
- **Workplace health and safety** – safely handle products and machinery, identify, and manage workplace hazards.

### 5.1.5 Summary

The top workplace skill needs for the agriculture industry have similarities with other industries. A detailed summary of workplace skills training is included in Annex II. In 2023 APTC will deliver workplace skills training to meet the needs of the agriculture industry.

Coaching skills were identified by multiple sectors of the agriculture industry as a high priority. APTC will commence delivery of these skills in 2023. All sectors of the agriculture industry indicated a need for workplace health and safety training. However, this training and the other identified high priority technical skill needs would need to be customised for each sector of the industry.

The Vanuatu Agricultural College (VAC) is the only local PSET provider offering VQA courses across all sectors of the agriculture industry. In 2023, APTC will meet with VAC to discuss the possibility of partnering with them to support them to be able to deliver the industry identified skill needs for the agriculture industry.

## 5.2 Hospitality (includes cookery, general hospitality, and housekeeping)

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### Overview

Organisations operating in the hospitality industry require a diverse range of skills. Some of the skills they need are cookery, general hospitality, and housekeeping. Responses have been disaggregated to capture the specialised technical skill needs across the hospitality industry. Some alignment of technical skill needs was identified across sectors, identification, and management of risks in the workplace, coaching, leadership and management and a cluster of skills in the use of hygiene for food preparation were needed by more than one of the industry sectors. The workplace skill needs were more strongly aligned and have been combined for all sectors.

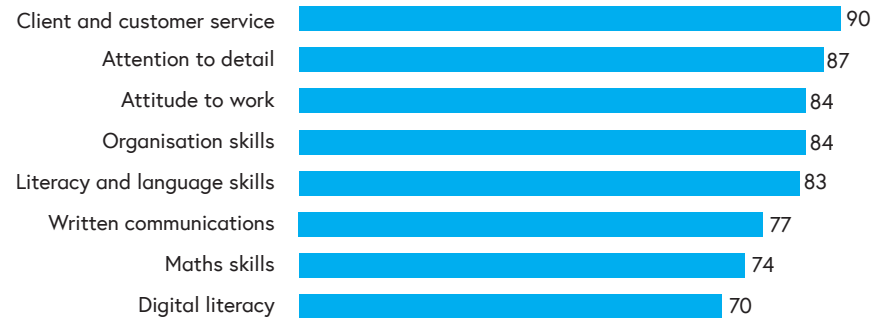
Respondents identified a strong need for training in client and customer services, and attitude to work.

Several organisations operated across more than one of the hospitality industry sectors, in these cases responses were collected for each sector. More than half the respondents were micro to small operations (employing 10 or less people).

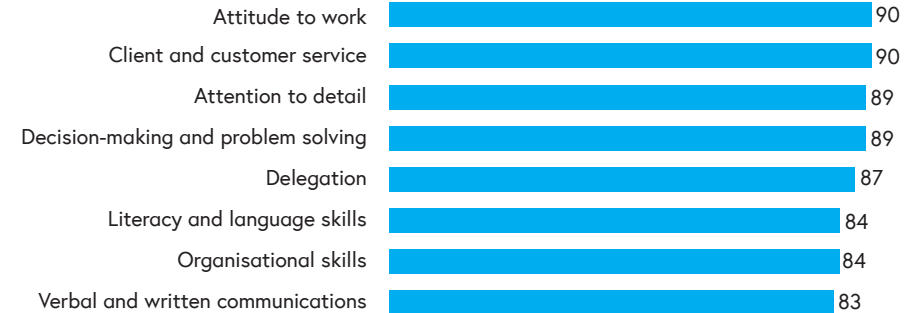
## 5.2.1 Hospitality (including cookery, general hospitality and housekeeping ) – Workplace Skills

The following graphs show the workplace skill needs identified by respondents from the hospitality industry.

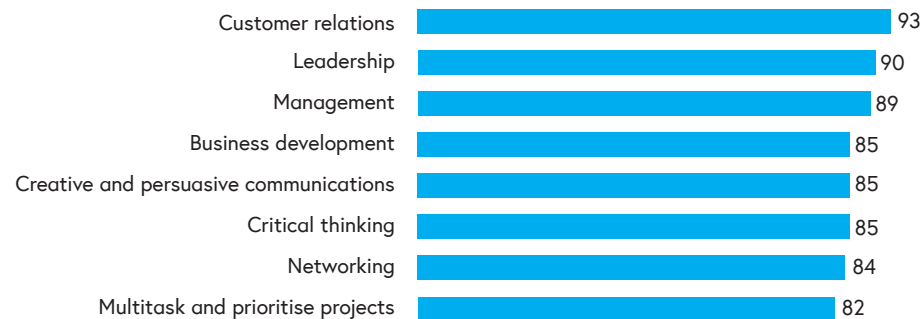
### Hospitality Top Basic Skills



### Hospitality Top Intermediate Skills



### Hospitality Top Advanced Skills

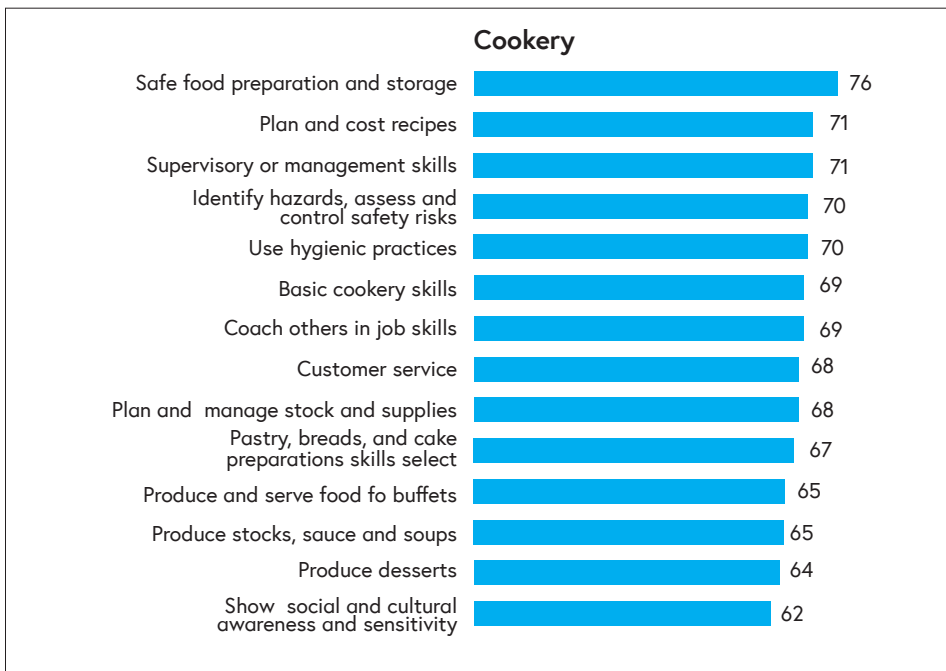


The top workplace skill needs for the hospitality industries are:

- **Basic level** – client and customer service.
- **Intermediate level** – attitude to work and client and customer service.
- **Advanced level** – customer relations.

## 5.2.2 Cookery – Technical Skills

The following graph shows the cookery technical skill needs identified by respondents from the hospitality industry.

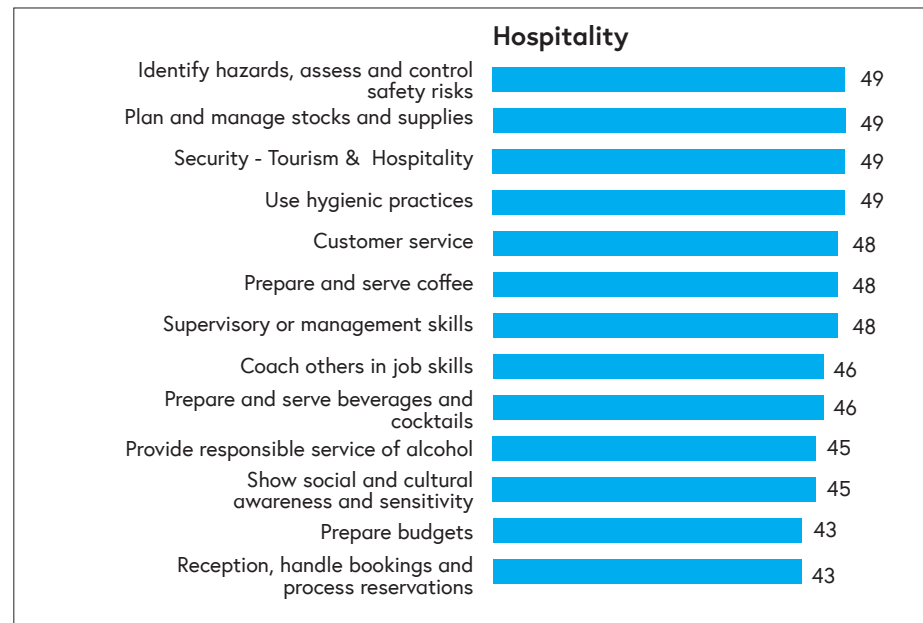


The top cookery technical skill needs identified by respondents from the cookery industry were:

- **Safe food preparation and storage** – prepare and store food correctly, ensuring frozen and hazardous food is refrigerated.
- **Plan and cost recipes** – select recipes and calculate the amount of money the food products will cost to make each dish.
- **Supervisory or management** – use management and leadership techniques that help other employees perform in their jobs.

## 5.2.3 Hospitality – Technical Skills

The following graph shows the hospitality technical skill needs identified by respondents from the general hospitality industry.

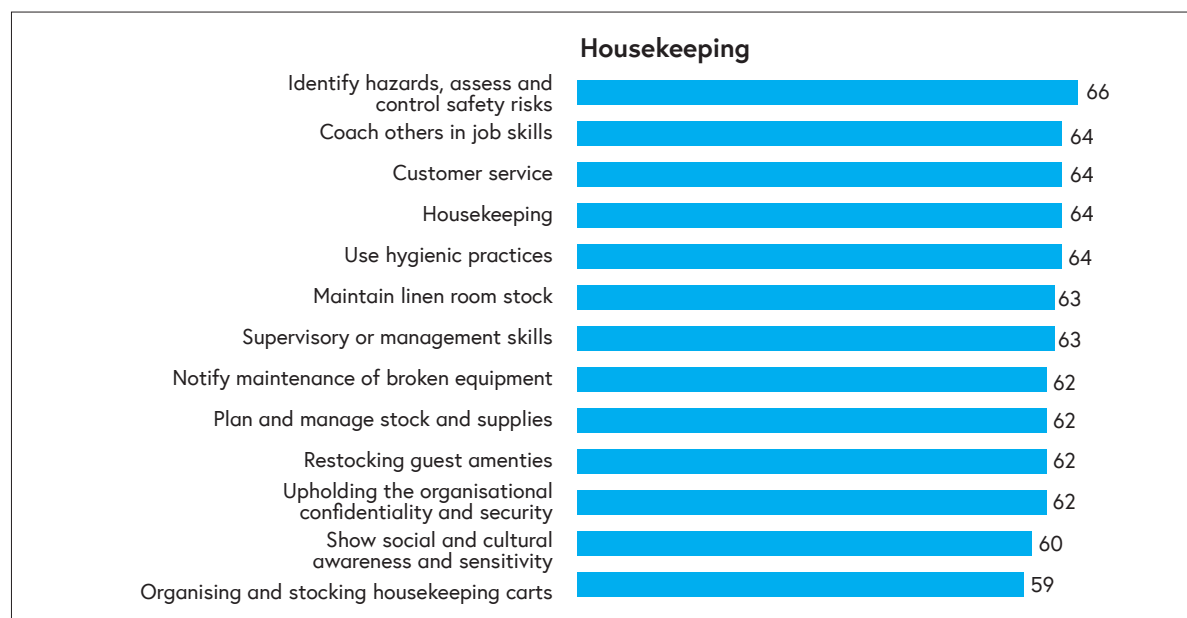


The top hospitality technical skill needs identified by respondents from the hospitality industry were:

- **Identify hazards, assess, and control safety risks** – secure the health, safety and wellbeing of employees and other people at the workplace by identifying and reporting risks and hazards.
- **Plan and manage stock and supplies** – by ensuring correct stock is maintained, by knowing what stock is needed to be ordered and when to order it.
- **Security – tourism and hospitality** – safeguard property, assets, guests, visitors, and employees.
- **Use hygienic practices** – use personal and cleaning routines to prevent infections spreading and food poisoning.

## 5.2.4 Housekeeping – Technical Skills

The following graph shows the housekeeping technical skill needs identified by respondents from the hospitality industry.



The top technical skill needs identified by respondents from the housekeeping industry were:

- **Identify hazards, assess, and control safety risks** – secure the health, safety and wellbeing of employees and other people at the workplace by identifying and reporting risks and hazards.
- **Coaching others in job skills** – support the development of other employees in their job tasks through feedback, informal on-the-job training, and discussions.
- **Customer service** – build a connection and communicate with customers and guests, meeting their needs and providing quality service.
- **Housekeeping** – perform all cleaning tasks, maintaining orderliness, and creating a desirable ambience in a hospitality venue.
- **Use hygienic practices** – use personal and cleaning routines to prevent infections spreading and food poisoning.

## 5.2.5 Summary

The top workplace skill needs for the hospitality industry have similarities with other industries. A detailed summary of workplace skills training is included in Annex II. In 2023 APTC will deliver workplace skills training to meet the needs of the hospitality industry.

In 2023 APTC will respond to the identified technical skill needs of the hospitality industry with the delivery of short courses in:

- safe food preparation and storage,
- hygiene practices,
- identify hazards, assess, and control safety risk,
- customer service,
- supervision, and
- management

APTC is already in discussion with VIT and the cookery sector of the hospitality industry regarding the delivery of an RPL program for cookery technical skills, this training will meet the top identified technical skill needs for this sector.

In 2023, research will be undertaken to assess the viability of delivering training for the top priority technical skill needs in the hospitality (general) sector. Research will also be undertaken to assess the national Certificate II in Hospitality (Accommodation Services) to develop a short course for work-based delivery of the top identified technical skill needs for the housekeeping sector.

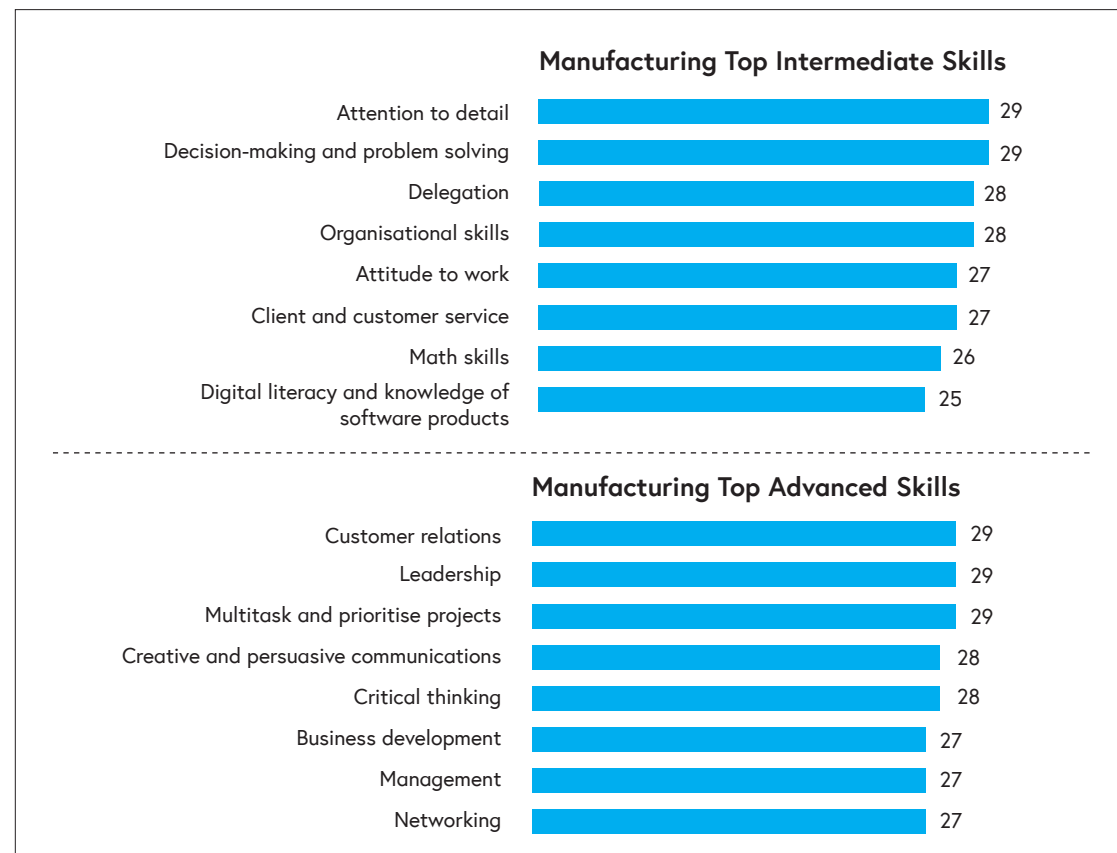
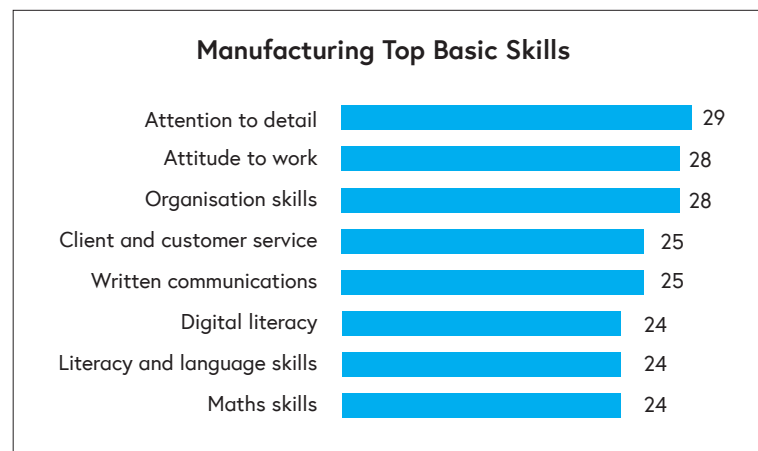
## 5.3 Manufacturing – Meat Processing

### Overview

This industry involves the slaughtering, cutting, packaging, and processing of meat to sell domestically and internationally. Vanuatu has two abattoirs one located in Port Vila and the other in Santo, these abattoirs are certified to export to New Zealand, Australia, Japan, and other Pacific countries. Meat processing for the domestic market is also carried out at these facilities.

### 5.3.1 Manufacturing – Meat Processing – Workplace Skills

The following graphs show the workplace skills identified by respondents from the meat processing industry.

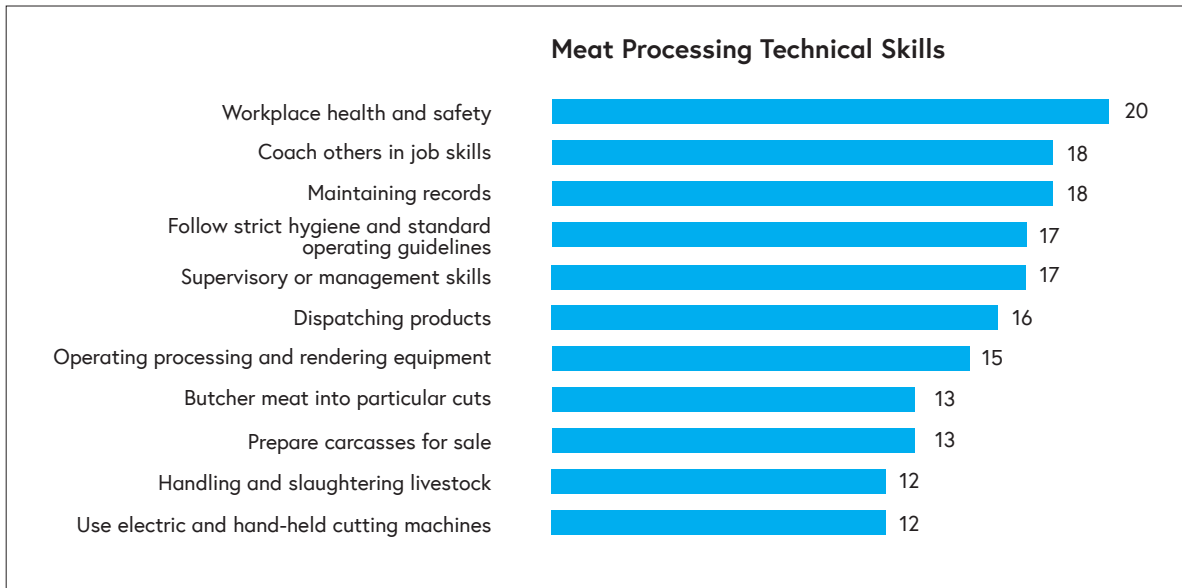


The top workplace skill needs identified by respondents from the meat processing industry were:

- **Basic level** – attention to detail.
- **Intermediate level** – attention to detail and decision-making and problem solving.
- **Advanced level** – customer relations, leadership and multitask and prioritise projects.

### 5.3.2 Meat Processing – Technical Skills

The following graph shows the technical skill needs identified by respondents from the meat processing industry.



The top technical skill needs identified by respondents from the meat processing industry were:

- **Workplace health and safety** – safely handle products and machinery, identify, and manage workplace hazards.
- **Coaching others in job skills** – support the development of other employees in their job tasks through feedback, informal on-the-job training, and discussions.
- **Maintaining records** – maintain records for workplace and regulatory agencies.

### 5.3.3 Summary

The top workplace skill needs for the meat processing industry have similarities with other industries. A detailed summary of workplace skills training is included in Annex II. In 2023 APTC will deliver workplace skills training to meet the needs of the meat processing industry.

In 2023 APTC will respond to the identified top technical skill needs of the meat processing industry with the delivery of a short course in workplace health and safety.

In 2024 APTC will respond to the other identified top technical skill needed with the delivery of a short course in maintaining records in the meat processing industry.



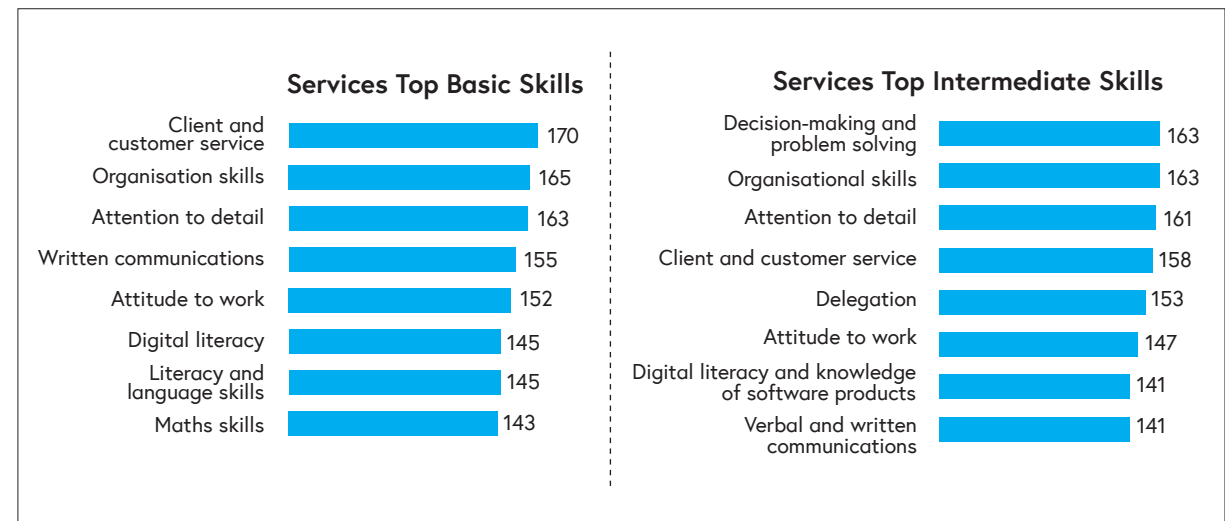
## 5.4 Services

Offshore financial services are a major contributor to Vanuatu's economy and have increased the need for banking, legal and accounting service skills. Business skills assist businesses to operate and to run efficiently. These skills include administration, marketing, human resources, finance, records management, and the management of other systems. Retail is the sale of goods to consumers and the consultations included a broad range of businesses, such as, food, beverages, office supplies, fashion, books, souvenirs, etc.

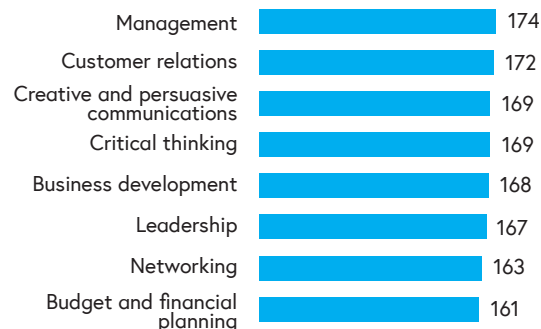
This group of skills had the highest number of responses, and several respondents identified their organisations need skills across all these industries and responses were collated for each industry sector.

### 5.4.1 Services – Workplace Skills

The following graphs show the workplace skill needs identified by respondents from the services industries.



### Services Top Advanced Skills



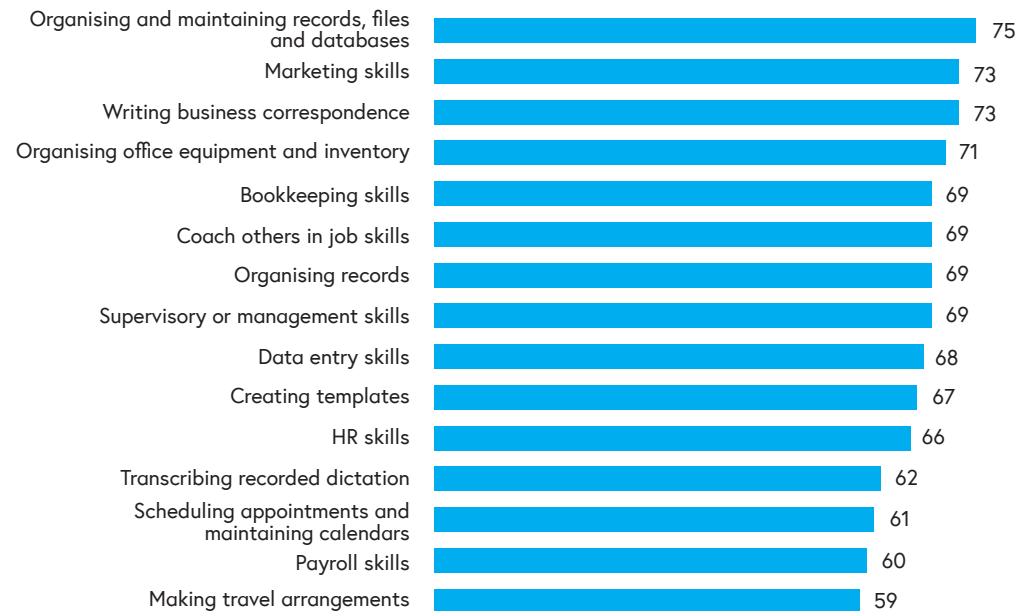
The top workplace skill needs for the services industries are:

- **Basic level** – client and customer service.
- **Intermediate level** – decision-making and problem solving and organisational skills.
- **Advanced level** – management.

### 5.4.2 Business Services – Technical Skills

The following graph shows the technical skill needs identified by respondents from the business services industry.

### Business Services

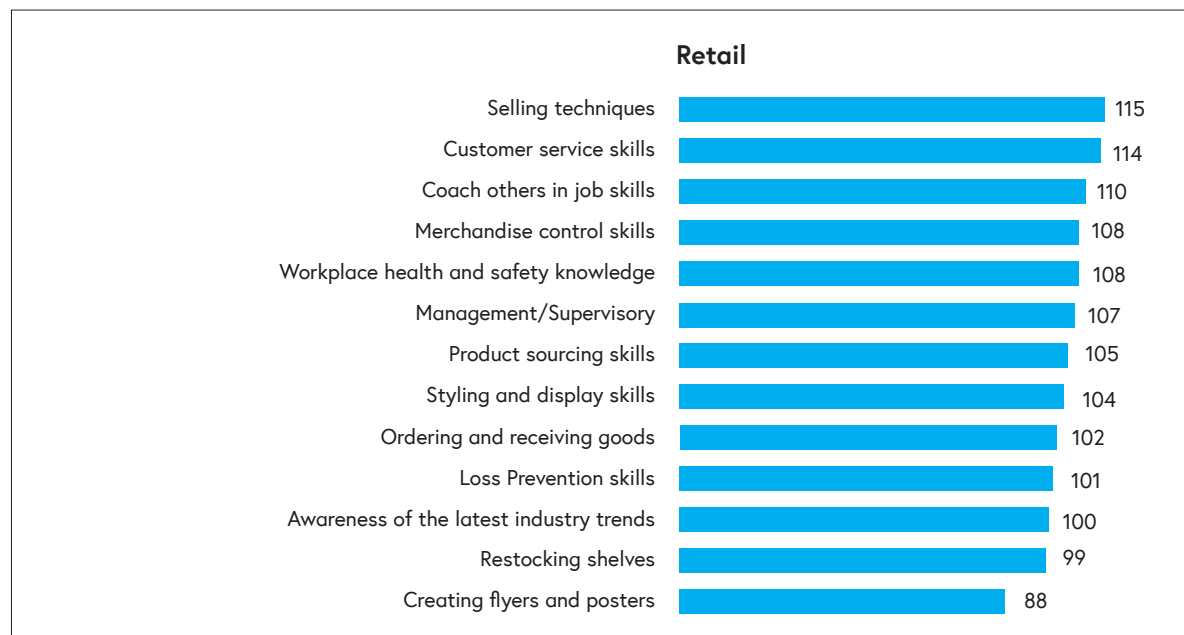


The top technical skill needs identified by respondents from the business services industry were:

- **Organising and maintaining records, files, and databases** – use a logical and consistent process for maintaining electronic records such as naming and organising file paths.
- **Marketing skills** – knowledge and application of digital marketing tactics, media applications and software, presentations, preparation of marketing documents, etc.
- **Writing business correspondence** – write memos, emails, minutes, and other relevant documents for both internal and external customers.

### 5.4.3 Retail Services (including handicrafts) – Technical Skills

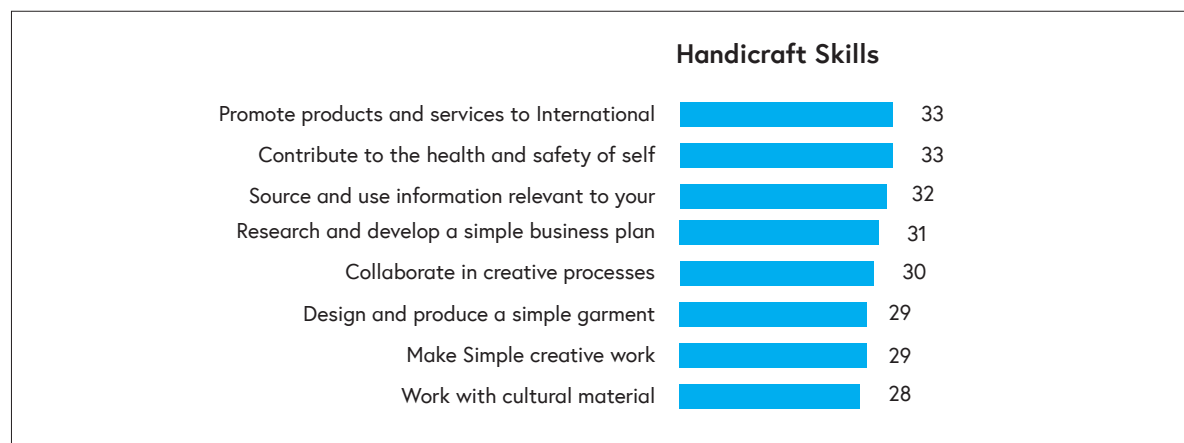
The following graph shows the technical skill needs identified by respondents from the retail industry.



The top technical skill needs identified by respondents from the retail industry were:

- **Selling techniques** – use effective selling methods to help sell more products.
- **Customer service skills** – build connections with shoppers, educating people about the products you sell.
- **Coaching others in job skills** – support the development of other employees in their job tasks through feedback, informal on-the-job training, and discussions.

The top technical skill needs identified by respondents from the retail handicraft industry were:



- **Promote products and services to international markets** – research, plan, coordinate and review suitable products for international customers.
- **Contribute to the health and safety of self and others** – ensure a healthy and safe environment in relation to self and others and assist in responding to incidents.

#### 5.4.4 Summary

The top workplace skill needs for the services industry have similarities with other industries. A detailed summary of workplace skills training is included in Annex II. In 2023 APTC will deliver workplace skills training to meet the needs of the services industries.

In 2023 APTC will respond to the identified technical skill needs of the services industry with the continuation of the current digital literacy micro-credential and a customised short course in workplace health and safety for the handicraft sector.

In 2023 APTC will research the introduction of a flexible delivery model for clusters of short courses in Business Services. These short courses will be able to be combined to complete the Certificate III in Administration Services qualification.

## 5.5 Tourism

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### Overview

The tourism industry in Vanuatu has been a key driver of the economy in terms of employment creation, trade, and investment. In 2020, although Vanuatu experienced no domestic COVID-19 cases, the closure of borders impacted the tourism industry and many related businesses.

The GoV moved quickly to support the tourism industry and the Vanuatu Sustainable Tourism Strategy (2021-2025) (VSTS)<sup>14</sup> provides actions to implement the Vanuatu Sustainable Tourism Policy (2019-2030). The policy provides strategies to address Vanuatu's dependency on tourism and the VSTS themes are:

- **Wellbeing** – through high value, low impact tourism.
- **Resilience** – through niche tourism product development
- **Diversification** – through agritourism.
- **Sustainability** – through sustainable tourism certification, investment, and Ni-Vanuatu entrepreneurship.

The current targets for increased tourist numbers are to see the number of holiday visitors increase from the planned 166,000 visitors in 2023 to 300,000 visitors in 2030<sup>15</sup>

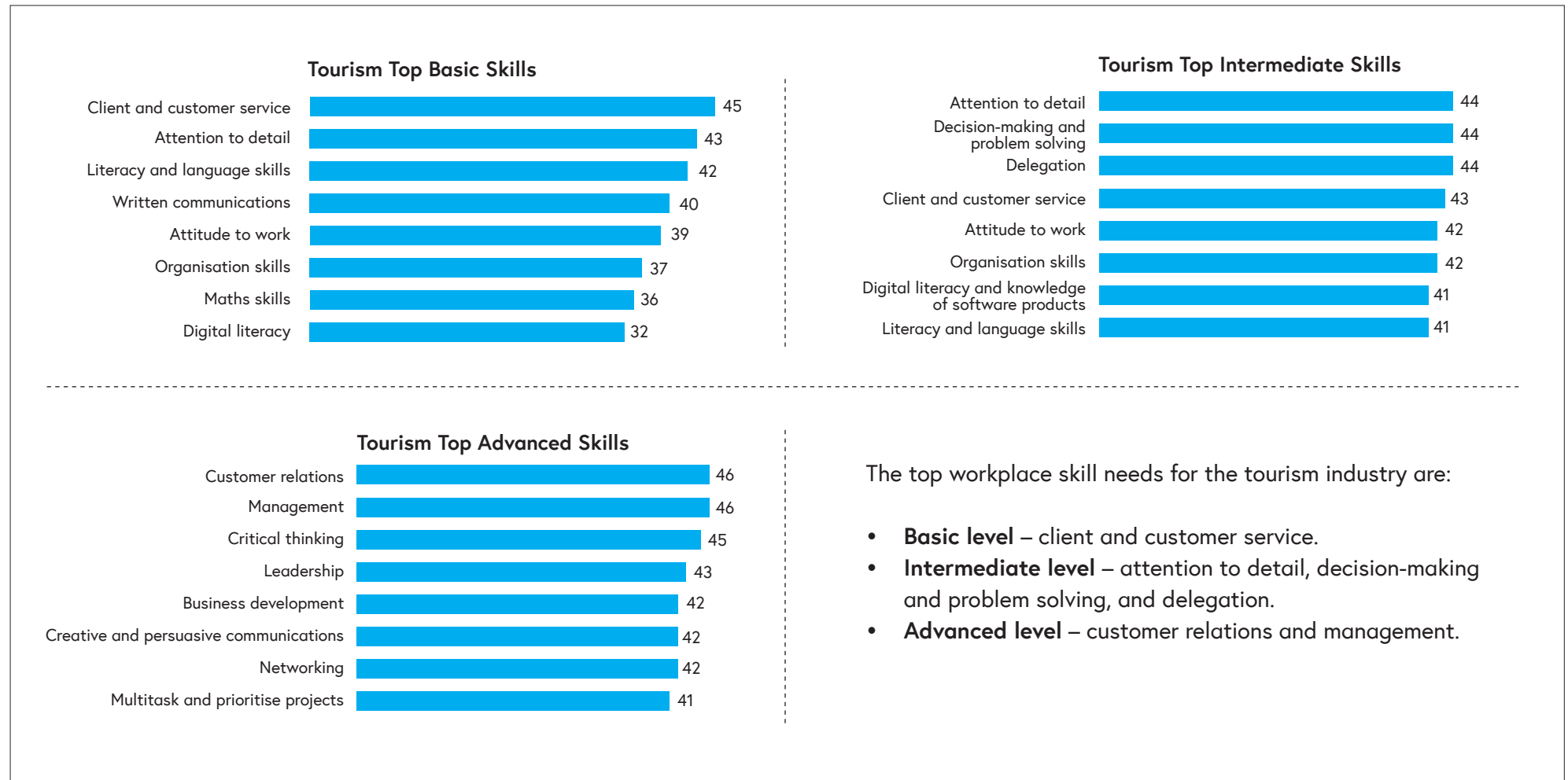
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<sup>14</sup> Vanuatu Sustainable Tourism Strategy (2021-2025), Department of tourism, trade, commerce and Ni-Vanuatu business. Government of Vanuatu.

<sup>15</sup> Towards 300,000 Sustainability, Partnership, Benefit for All. Vanuatu Tourism Marketing Development Plan 2030. Ministry of Tourism, Trade, Industry, Commerce and Ni-Vanuatu Business. GoV.

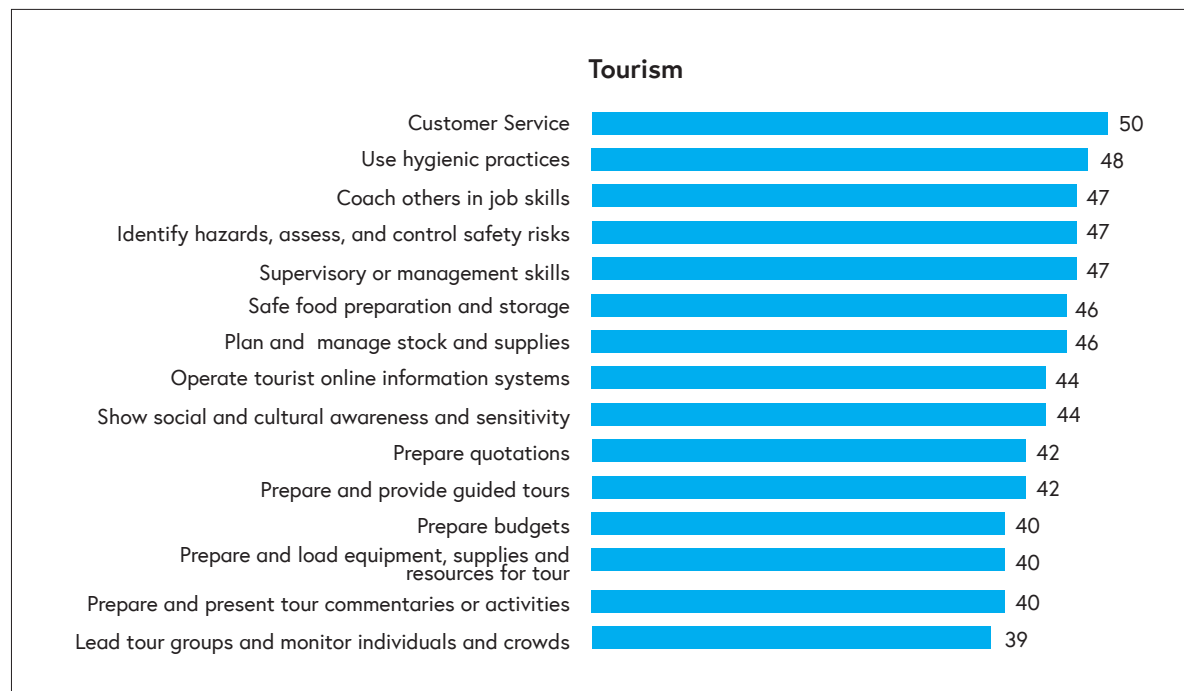
## 5.5.1 Tourism – Workplace Skills

The following graphs show the workplace skill needs identified by respondents from the tourism industry. More than half the responses were from small enterprises, employing up to ten people.



## 5.5.2 Tourism – Technical Skills

The following graph shows the technical skill needs identified by respondents from the tourism industry.



The top technical skill needs identified by respondents from the tourism industry were:

- **Customer service** – build a connection and communicate with customers and guests, meeting their needs and providing quality service.
- **Use hygienic practices** – use personal and cleaning routines to prevent infections spreading and food poisoning.
- **Coaching others in job skills** – support the development of other employees in their job tasks through feedback, informal on-the-job training, and discussions.

## 5.2.5 Summary

The top workplace skill needs for the tourism industry have similarities with other industries. A detailed summary of workplace skills training is included in Annex II. In 2023 APTC will deliver workplace skills training to meet the needs of the tourism industry.

The top technical skill needs for the tourism industry are the same as identified skills for other industries. In 2023 the tourism industry will be able to access the technical skills training being delivered for other industries.

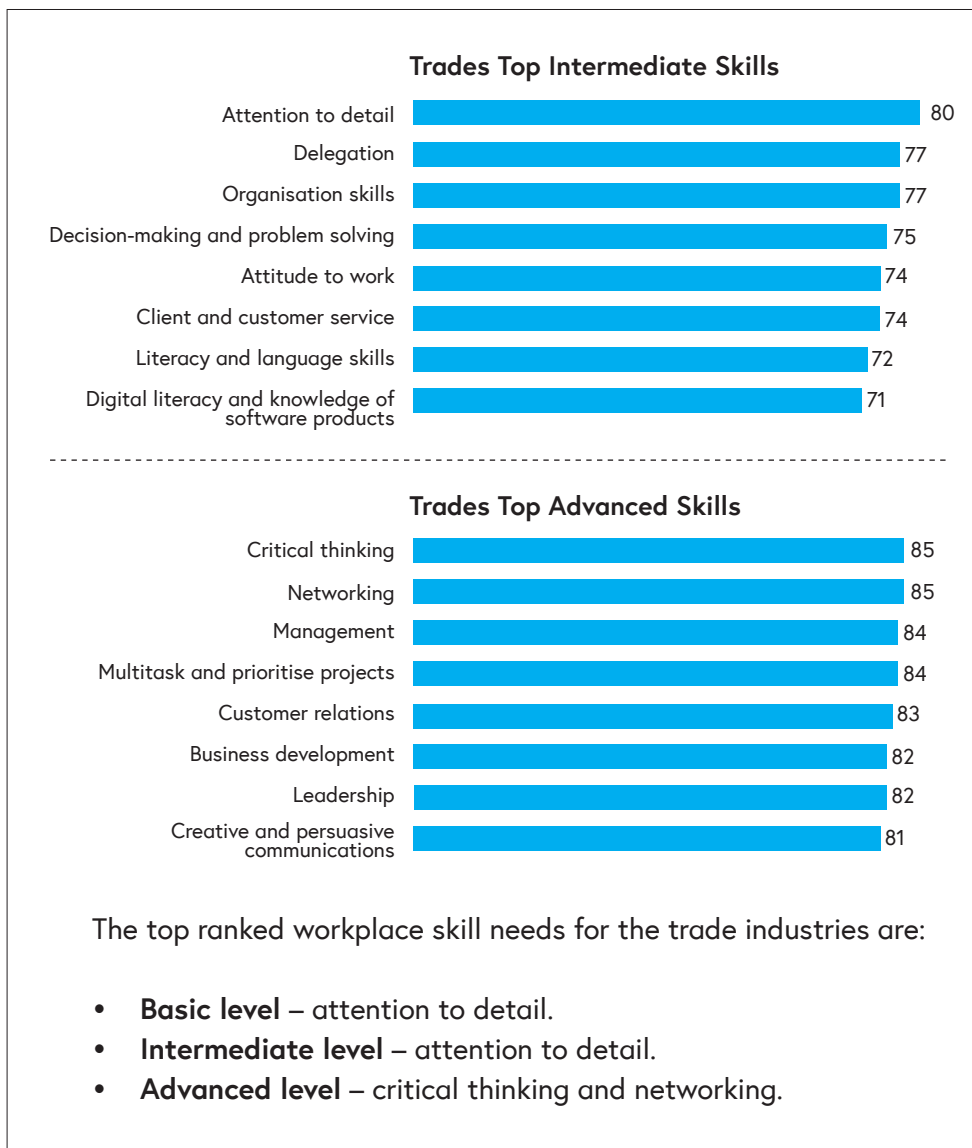
## 5.6 Trades

### Overview

Organisations operating across a range of activities using skills in air-conditioning and refrigeration, automotive (general), automotive (marine), construction, electrical (including solar and renewable systems), floor and wall tiling, painting and decorating, plumbing and welding and fabrication were consulted. A number of these enterprises operated across more than one of these industries, responses were collated for each industry. More than half the responses were from small enterprises, employing up to ten people.

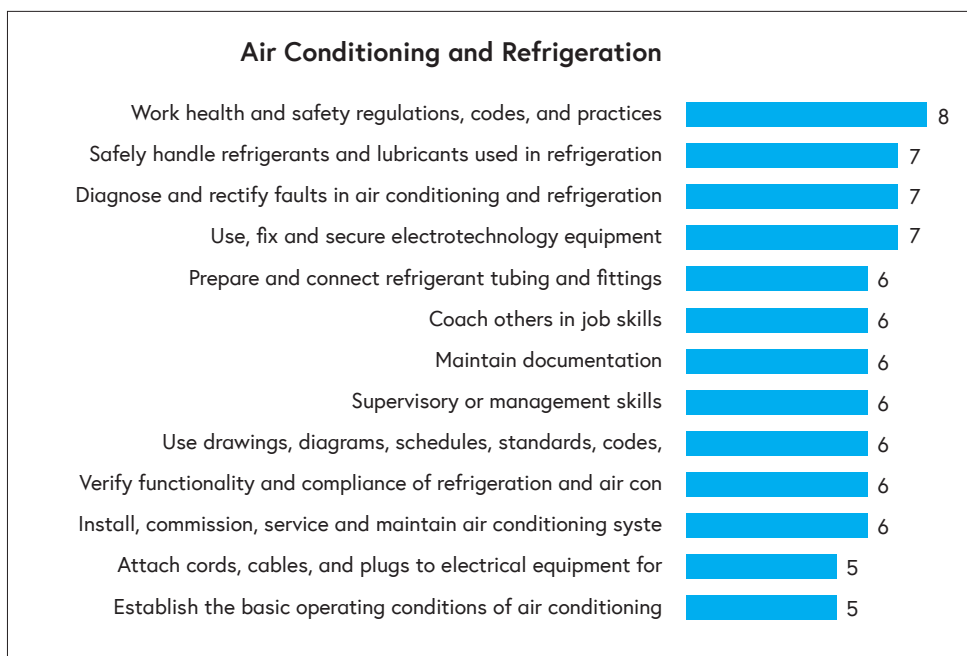
### 5.6.1 Trades – Workplace Skills

The following graphs show the workplace skill needs identified by the respondents from the trade industries.



### 5.6.2 Air Conditioning and Refrigeration – Technical Skills

The following graph shows the technical skill needs identified by respondents from the air conditioning and refrigeration industry.



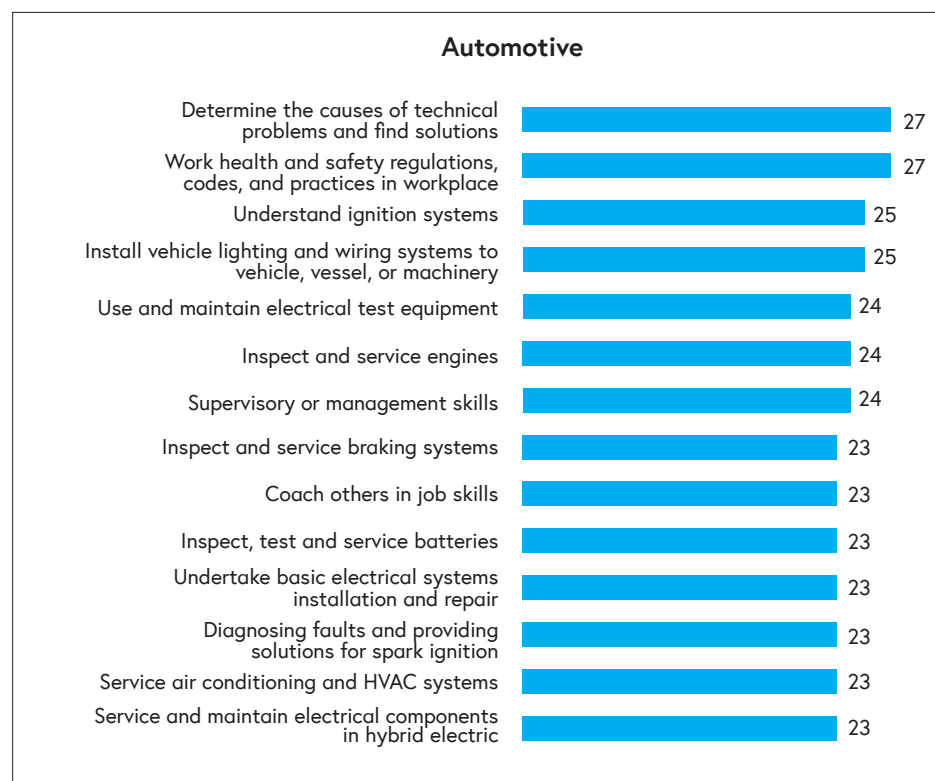
The top technical skill needs identified by respondents from the air conditioning and refrigeration industry were:

- **Work health and safety regulations, codes, and practices in the workplace** – follow government rules and legislation to ensure the health, safety and wellbeing of employees and other people at the workplace by identifying hazard and risk, etc.
- **Safely handle refrigerants and lubricants used in refrigeration and air conditioning systems** – understand and apply relevant legislation for the safe handling and storage of refrigerants and lubricants.

- **Diagnose and rectify faults in air conditioning and refrigeration control systems** – diagnose faults, apply fault-finding procedures, conduct repairs, and replace components in refrigeration and air conditioning systems.
- **Fix and securing electrotechnology equipment** – understand and demonstrate the steps used to fix, secure and mount electrotechnology equipment to hollow walls, solid walls, and metal fixings.

### 5.6.3 Automotive (general) – Technical Skills

The following graph shows the technical skill needs identified by respondents from the automotive (general) industry.

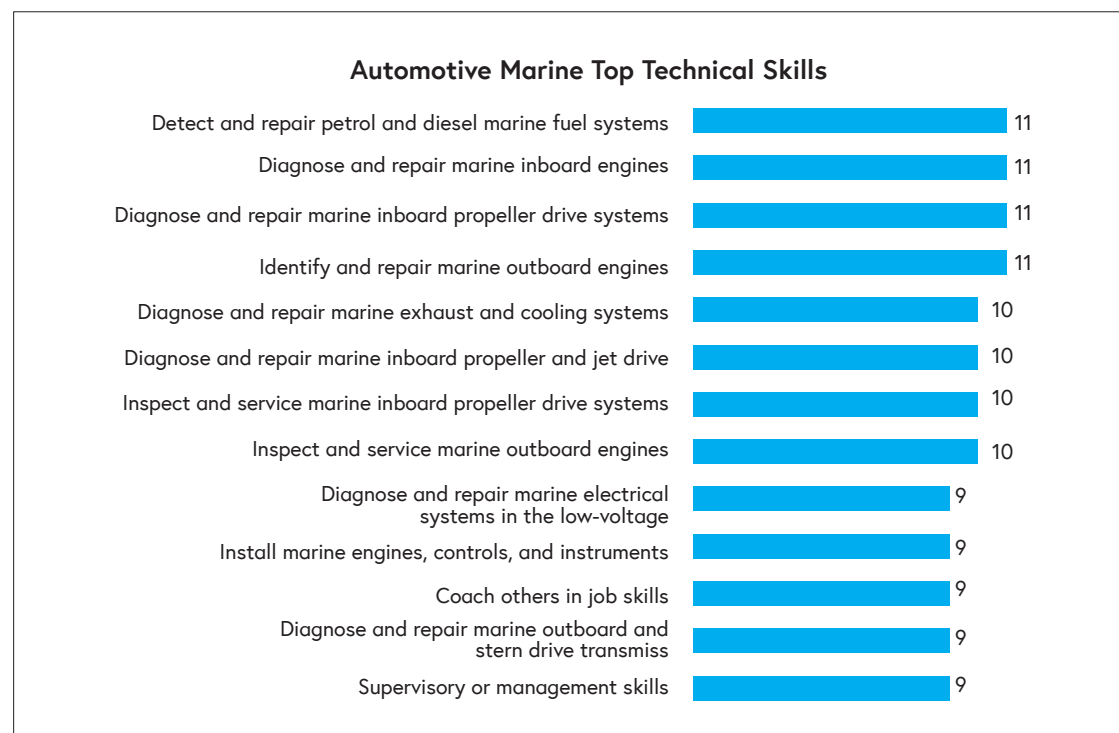


The graph on the previous page shows the technical skill needs identified by respondents from the automotive (general) industry.

- **Determine the causes of technical problems and find solutions** – check for fluid puddles, clunking, or creaking, popping, or banging, vibrating or shaking, etc.
- **Work health and safety regulations, codes, and practices in the workplace** – follows government rules and legislation to ensure the health, safety and wellbeing of employees and other people at the workplace by identifying hazard and risk, etc.
- **Understands ignition systems** – understands the primary and secondary circuits/battery systems.
- **Install vehicle lighting and wiring systems to vehicle, vessel, or machinery with low voltage (LV) direct current (DC) lighting and wiring systems** – follow manufacturer specifications, identify hazards, test for correct operation, and ensure workplace procedures and documentation are followed.

#### 5.6.4 Automotive (marine) – Technical Skills

The following graph shows the technical skill needs identified by respondents from the automotive (marine) industry.

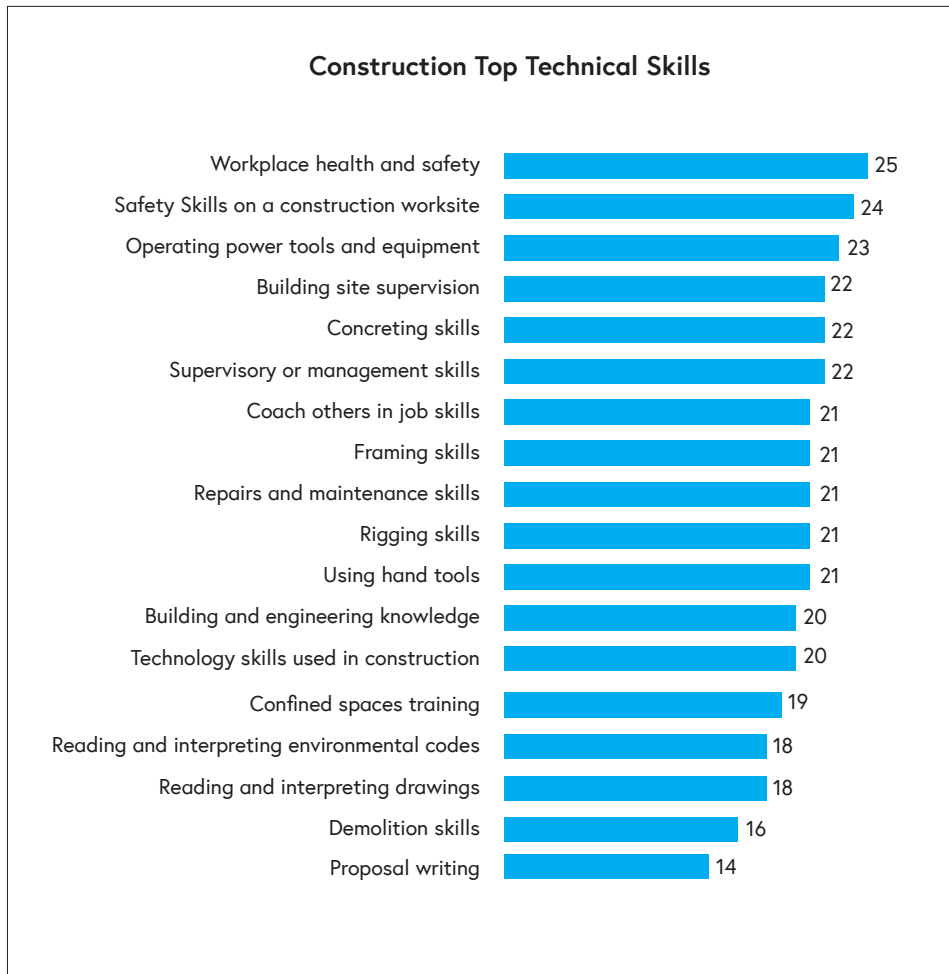


The top technical skill needs identified by respondents from the automotive (marine) industry were:

- **Detect and repair petrol and diesel marine fuel systems** – diagnose and repair faults in marine fuel systems including those found in both inboard and outboard engines, and diesel and petrol vessels.
- **Diagnose and repair marine inboard engines** – diagnose and repair inboard spark ignition and compression ignition engines of marine vessels.
- **Diagnose and repair marine inboard propeller drive systems** – diagnose fault, carry out the repair using the correct tools, test and complete a final inspection.
- **Diagnose and repair marine outboard engines** – determine a diagnostic testing strategy, diagnose the cause of the fault, carry out the repair, perform post-repair testing, and complete workplace processes and documentation.

### 5.6.5 Construction – Technical Skills

The following graph shows the technical skill needs identified by respondents from the construction industry.

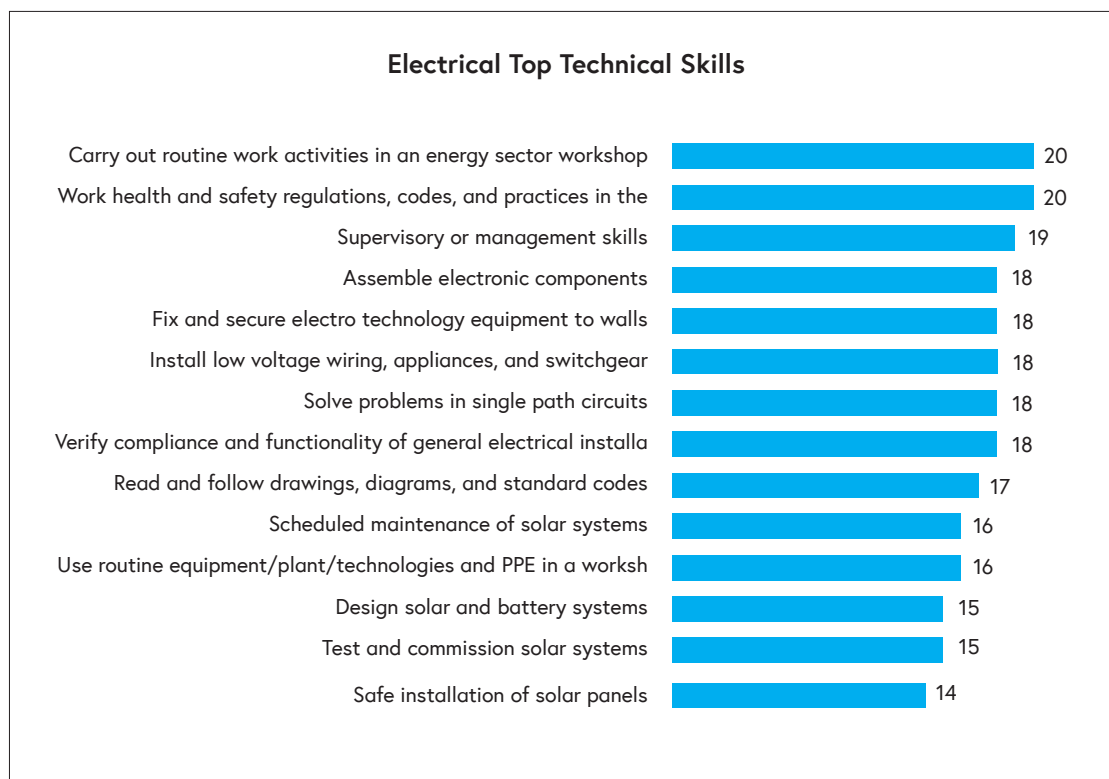


The top technical skill needs identified by respondents from the construction industry were:

- **Workplace health and safety** – understands the process to ensure the health, safety and wellbeing of employees and other people at the workplace by identifying hazards and risks and wearing protective clothing, manual handling, etc.
- **Safety skills on a construction worksite** – implementing a range of safety processes to maintain safety and prevent accidents occurring at construction sites.
- **Operate power tools and equipment** – knowledge and practice of correctly using tools and equipment and how and when to use each tool.

## 5.6.6 Electrical (including solar and renewable systems) – Technical Skills

The following graph shows the technical skill needs identified by respondents from the electrical (including solar and renewable systems) industry.

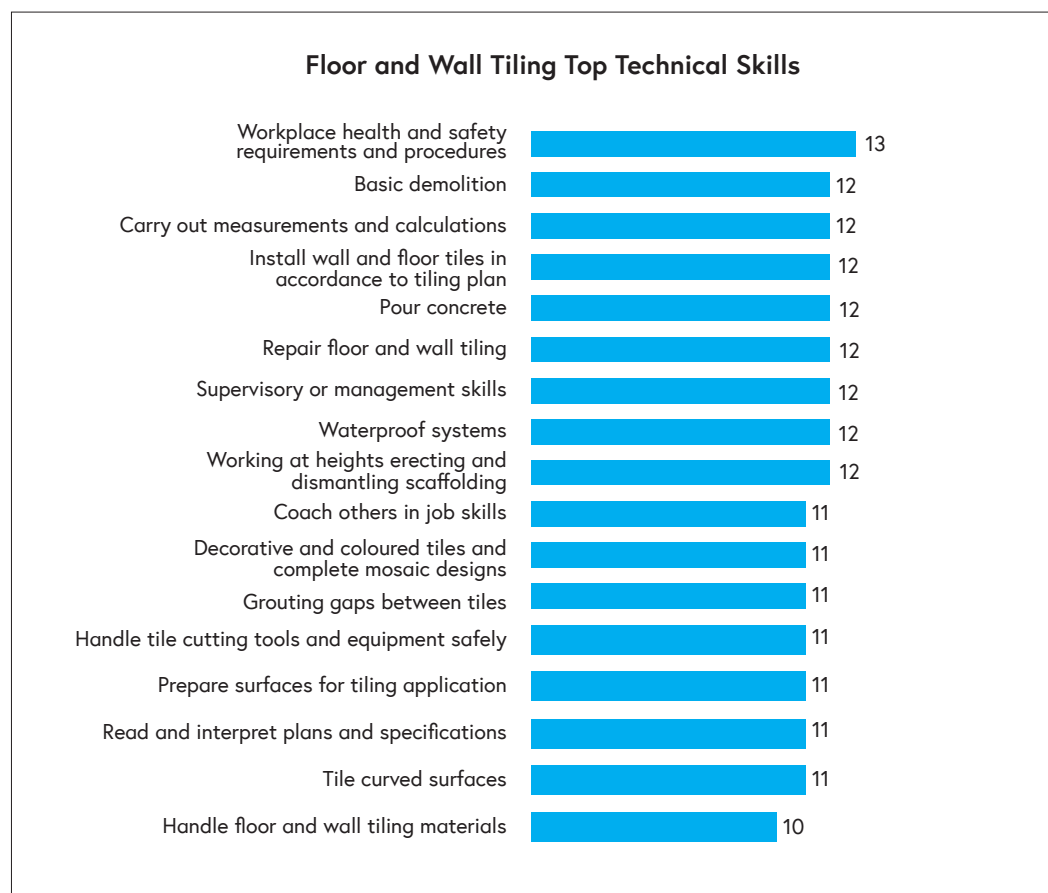


The top technical skill needs identified by respondents from the electrical industry were:

- **Carry out routine work activities in an energy sector workshop** – implement electrotechnology activities according to workplace health safety requirements, electrical principles and electrotechnology practices and maintains and store equipment correctly, keeping the workplace clean and using sustainable energy practices.
- **Work health and safety regulations, codes, and practices in the workplace** – understand and apply the current, local safety legislation in relation to not only themselves but all staff within the workplace.
- **Supervisory or management** – use management and leadership techniques that help other employees perform in their jobs.
- **Solar and renewable systems skills: Schedule maintenance of system to ensure lifespan** – communicate correct shut down procedures to customers, cleaning procedures to minimise risk of damage and safety checks of isolators, joins, cables, terminations, etc.

### 5.6.7 Floor and Wall Tiling – Technical Skills

The following graph shows the technical skill needs identified by respondents from the floor and wall tiling industry.

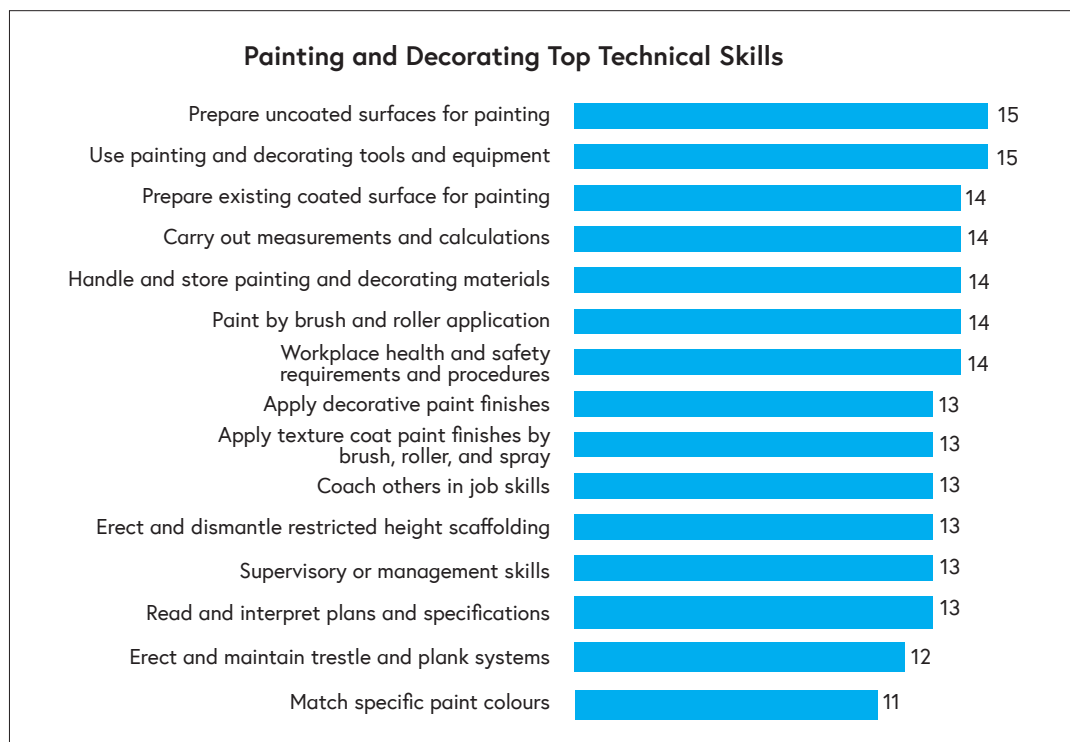


The top technical skill identified by respondents from the floor and wall tiling industry was work health and safety regulations, codes, and work practices in the workplace. Other important skills were basic demolition, carry out measurements and calculations, install floor and wall tiles in accordance with a tiling plan, pour concrete, repair floor and wall tiling, waterproofing systems, working at heights, erecting and dismantling scaffolding and supervisory and management.

The number of skills identified would be best met at a Certificate III level, this level of qualification is offered at the APTC Fiji campus and is available to applicants from Vanuatu.

## 5.6.8 Painting and Decorating – Technical Skills

The following graph shows the technical skill needs identified by respondents from the painting and decorating industry.



The top technical skill needs identified by respondents from the painting and decorating industry were:

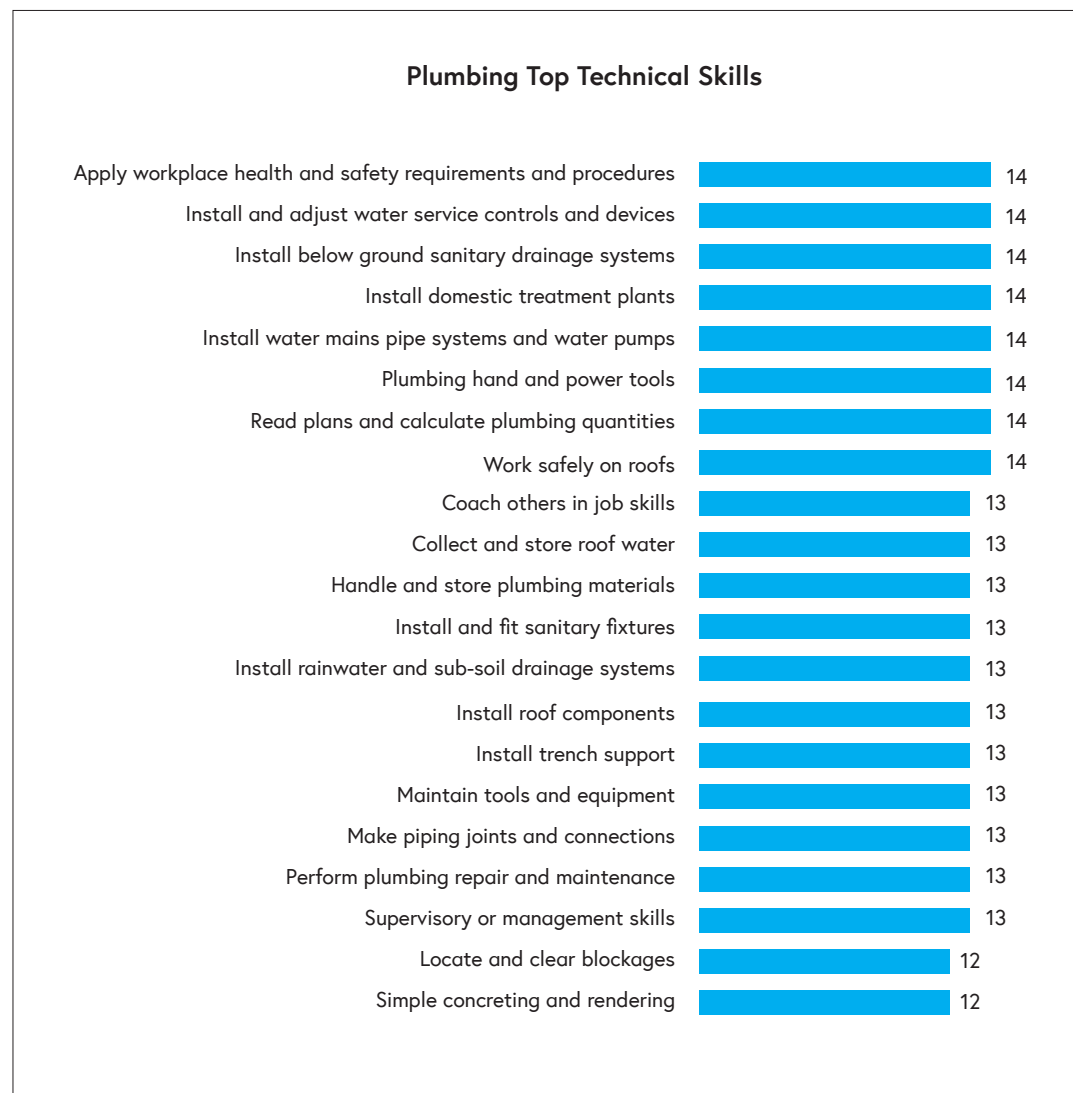
- **Prepare undercoated surfaces for painting** – clean, sand, moisture test, and tape surface before applying undercoat.
- **Use painting and decorating tools and equipment** – use a range of tools and equipment (paint pots, putty knives, roller frames and accessories, etc) to perform required tasks.



### 5.6.9 Plumbing – Technical Skills

The following graph shows the technical skill needs identified by respondents from the plumbing industry. The responses show a strong demand for training across all the skills associated with this trade. Those most needed are workplace health and safety, install and adjust water service controls and devices, install below ground sanitary drainage systems, install domestic treatment plants, install water mains pipe systems and water pumps, use plumbing hand and power tools, read plans, and calculate plumbing quantities, and work safely on roofs.

The number of skills identified would be best met at a Certificate III level, this level of qualification is offered at the APTC Plumbing Hub in Samoa and is available to applicants from Vanuatu.



### 5.6.10 Welding and Fabrication – Technical Skills

The following graph shows the technical skill needs identified by respondents from the welding and fabrication industry.



The top technical skill needs identified by respondents from the welding and fabrication industry were:

- **Demonstrate workplace health and safety procedures** – knows government legislation on processes to ensure the health, safety and wellbeing of employees and other people at the workplace by identifying hazard and risk and wearing protective clothing, manual handling, etc.
- **Perform engineering measurements and computations** – use measuring devices to calculate specifications of a task.

### 5.6.11 Summary

The top workplace skill needs for the trade industries have similarities with other industries. A detailed summary of workplace skills training is included in Annex II. In 2023 APTC will deliver workplace skills training to meet the needs of the trade industries.

All the trade industries indicated a need for workplace health and safety training. However, this training and the other identified high priority technical skill needs would need to be customised for each trade industry.

The skill needs identified for the trade industries show there is a strong need for specialised technical skills across a broad range of skill sets. The delivery of these technical skill needs would be best achieved with the completion of a Certificate III level qualification. In Vanuatu there are only a few PSET providers delivering trade training at this level.

In the short-term skill needs would be best achieved by accessing regional training opportunities in other APTC campuses. Over the longer-term APTC will work with local PSET providers to support delivery of higher-level VQA qualifications. The following is a brief overview of the planned training and partnerships that will be researched in 2023 (Annex II provides detailed planning for 2023, 2024 and 2025).

- **Air conditioning and refrigeration** – Pacific Vocational Training Centre (PVTC) currently offer a VQA Certificate IV level qualification in this trade. APTC will research the viability of partnering with PVTC to meet the short course needs of the industry. In the short-term skill needs would be best achieved by accessing regional training opportunities in other APTC campuses. The Certificate III in Air Conditioning and Refrigeration is available in Fiji and priority places will be made available.
- **Automotive (general)** – In the short-term skill needs would be best achieved by accessing regional training opportunities in other APTC campuses. The Certificate III in Light Vehicle Mechanical Technology is available in Fiji and priority places will be made available. For longer-term outcomes APTC will research the viability of establishing a pathway from the national Certificate I Automotive Engineering into the APTC Certificate III in Light Vehicle Mechanical Technology and will work with local PSET providers to expand their courses to Certificates II and III level.
- **Automotive (marine)** – APTC will research the viability of introducing the Certificate III in Marine Mechanical Technology in Fiji or PNG.
- **Construction** – APTC will deliver workplace health and safety training and research the demand for the remaining priority skill needs identified by the construction industry. Carpentry training will continue to be delivered at the Vanuatu campus.
- **Electrical (including solar and renewable systems)** – The broad range of training identified by respondents would be best met with a Certificate III qualification. Unfortunately changes to the requirements for the delivery of Australian training packages has impacted APTCs ability to deliver a Certificate III level qualification for this industry. APTC will research a pathway from national Certificate I in Electrotechnology into the Certificate II in Sustainable Energy. The Certificate II in Sustainable Energy is available in Fiji and priority places will be made available.
- **Floor and wall tiling** – The broad range of skill needs identified by respondents would be best delivered by accessing regional training opportunities in other APTC campuses. The Certificate III in Floor and Wall Tiling is delivered in Fiji and priority places will be made available.
- **Painting and Decorating** – VQA has not developed a qualification in painting and decorating and APTC has transitioned the delivery of the Certificate III in Painting and Decorating to the National Productivity Training Centre in Fiji. APTC is currently developing a short course in Painting and

Decorating which could be used in Vanuatu. In 2023, APTC will research the viability of a local PSET provider implementing the APTC short course.

- **Plumbing** – Research if the VQA Certificate II qualification meets the prioritised technical training needs for the plumbing industry and investigate the viability of partnering with a local PSET provider to support them to deliver this training in 2024. In the short-term skill needs would be best achieved by accessing APTC regional training opportunities. The Certificate III in Plumbing is available in Samoa and priority places will be made available.
- **Welding and fabrication** – The broad range of training identified by respondents would be best met with a Certificate III qualification. Unfortunately changes to the requirements for the delivery of Australian training packages has impacted APTCs ability to deliver training for this industry. However, the two top identified technical skill needs may be able to be delivered by a local PSET provider. APTC will research the course content of the VQA Certificate I in Mechanical Engineering (Metal Production) and discuss with VIT the viability of APTC supporting the delivery of this training in partnership with them.





Section 6

In addition, to their workplace and technical skill needs participants were asked a series of labour market related questions about their recent and anticipated job vacancies, the qualification levels they needed, and the impact of labour mobility on their organisations.

Respondents were asked if their organisations had any job vacancies in the last three months. Forty-four percent of respondents indicated they had vacancies in the last three months. The largest number of vacancies were for chefs. Other vacancies were for cashiers, wait staff, and mechanics.

Respondents were also asked: What jobs, if any, do you find hard to fill and why? The number of respondents citing difficulty in finding suitable chefs was significantly higher than for other jobs. The most cited reason for finding it difficult to fill positions was a lack of trained applicants.

Respondents who had job vacancies in the last three months were asked: How do job vacancies usually come about? The following table lists the top reasons for job vacancies.

## Top reasons for job vacancies

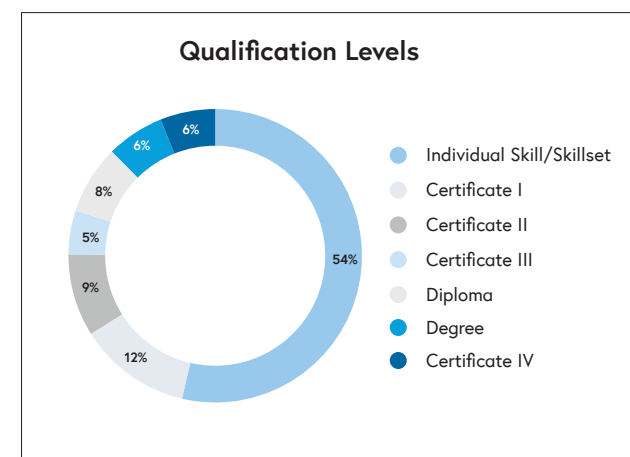
- Experienced staff take up labour mobility opportunities.
- Additional staff required to meet business needs.
- Changes to business demands from COVID-19.
- Change to skill requirements of staff.
- Experienced staff have left or are about to retire.

When asked about vacancies over the next 12 months, respondents expected they will have difficulty feeling positions. The identified skill shortages were for trades, administrative and restaurant jobs, especially chefs. In 2023, APTC in collaboration with VIT plans to deliver Recognition of Prior Learning (RPL) gap training for existing chefs. This program will respond to the need for higher level skills for the existing workforce. New entrants to the workforce can access the planned technical and workplace short courses.

Skill shortages were also anticipated for carpenters. APTC will continue to offer the Certificate III in Carpentry at the Vanuatu campus. In 2023 research will be undertaken to develop short courses to meet the identified industry skill needs. This research will investigate the implementation of a more flexible delivery model

which will support participation by a greater number of existing workers.

Respondents were asked about the level of qualifications needed in their organisation. As shown in the graph below when asked the type of qualification needed to fill vacancies more than fifty percent of respondents indicated their preference was for training to be offered using individual skill sets. More research is needed to confirm the reason for this preference, but it may be the higher preference for training to be delivered using individual skill sets is being driven by the need for quicker, more focused solutions to fill the immediate skill needs of organisations.



Respondents were asked what major shifts or trends they expected would impact their organisations over the next twelve months. Changes in technology and work automation were the most often cited changes that would impact businesses. Respondents stated that training would be needed to support workers to manage these shifts in workplace needs.

Respondents were asked questions related to labour mobility. When asked what the impacts (both negative and positive) had been on their organisations from staff participating in labour mobility programs, many stated when they have workers leave to take up labour mobility programs, it was often difficult to replace these workers, and this negatively impacted the productivity of their organisation. There were other respondents who commented on the positive impact that participation in labour mobility provided, noting the improved skills and confidence of returning workers.

Respondents were asked to comment on the proposed increase to the length of mobilisation programs to three years. The responses to this question were overwhelmingly pessimistic.

Many respondents expressed concerns about:

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Filling positions with limited workers.

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A loss of production.

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Loss of knowledge.

Vanuatu workers have been very active in accessing labour mobility programs. Participants acknowledged mobility opportunities provide participants with financial benefits and skills development opportunities. However, they expressed strong concerns about the negative impact the ongoing loss of workers would create for their organisations.

For many workers their training and the skills they gain overseas will have a direct link to employment on return. But for some returning workers, a small amount of retraining may be needed to assist them to meet local industry skill needs. The introduction of planned reintegration strategies will capitalise on returning workers skills and support workers to re-enter the workforce more easily. Reintegration strategies will enable local businesses to harness the skills of returning workers.



## Annex I: APTC Partnerships and Support for Strengthening the Vanuatu PSET Sector

Support for PSET Initiatives and Policy Development		
	Initiatives and Capability Development Activities	National VQA Courses Delivered
<p>University of the South Pacific</p> <p>Regional partnership</p>		
<p>Vanuatu Department of Labour (DoL)</p> <p>Working collaboratively under the APTC PLF Framework.</p>	<ul style="list-style-type: none"> <li>• Capability development for staff in Leadership and Management.</li> <li>• Co-facilitation of wok-i-redi programs to build capacity of DoL staff.</li> </ul>	
<p>Vanuatu Education Support Program (VESP) and Ministry of Education and Training (MoET)</p> <p>APTC currently has a partnership agreement in place – this is a co-investment initiative.</p>	<ul style="list-style-type: none"> <li>• Capability development for senior staff and principals within MoET across multiple provinces in Leadership and Management.</li> <li>• Work with VQA, MoET and VSP on National Skills Development Campaign, Nationals Skills Policy and PSET sector expenditure review.</li> </ul>	
<p>Vanuatu Qualifications Authority</p> <p>APTC currently has a partnership agreement with VQA. This is being reviewed.</p>	<p>Support for the implement of the NHRDP:</p> <ul style="list-style-type: none"> <li>• Advisory support and resource contributions for stakeholder and public communication and awareness plan led by the NHRDP Coordinator.</li> <li>• Support the roll-out of a national PSET campaign and continuous monitoring and evaluation of the campaign.</li> <li>• Support the development of a concept note for PSET's Performance-based funding.</li> </ul>	

## Support for Partner PSET Providers

	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
<p>Vanuatu Skills Partnership Supports Rural Training Centres</p> <p>They operate in four provincial centres:</p> <ul style="list-style-type: none"> <li>• Malampa (Malejula Island, Lalatprp)</li> <li>• Sanma (Santo Island, Ligamville)</li> <li>• Tafea (Tanna Island, Isangel)</li> <li>• Torba (Vanua Lava Island, Sola)</li> </ul> <p>APTC has a partnership agreement and the Joint Management Committee is functioning well.</p>	<ul style="list-style-type: none"> <li>• Capability development - IST, Leadership and Management.</li> <li>• Infrastructure support to deliver Certificate II in Plumbing.</li> <li>• Delivery of national Certificate II in Plumbing as part of VIT, VSP and ACOMVETS informal coalition on the formalisation and delivery of the qualification.</li> <li>• APTC contracting a plumbing trainer to complete the delivery of course at Ambae.</li> <li>• APTC and VSP support RTCs to meet VQA requirements.</li> </ul>	
<p>Anglican Church of Melanesia Vocational Education Technical School (ACOMVETS)</p>	<ul style="list-style-type: none"> <li>• APTC conducted a partnership health check to better understand ACOMVETS training needs.</li> <li>• Contributed to infrastructure upgrades and established a simulation centre for Plumbing at Torgil Campus.</li> <li>• Contributed to the setting up of the automotive training facility at Lourevuilko Training Centre.</li> <li>• Capability development for staff: IST and Leadership and Management qualifications, governance and financial management workshops.</li> <li>• Reviewed and advised on the VQA courses – Certificate I in Automotive, Certificate I in Hospitality and Certificate I in Building and Construction and reviewed documentation and planning for the ongoing monitoring and improvement.</li> <li>• Delivered LLN Strengthening Workshop in Penama.</li> <li>• On the job mentoring trainer in vocational technical and teaching skills and workplace simulation.</li> </ul>	<p>HTHO11419 Certificate I in Hospitality            HTTG10215 Certificate I in Tourism (Tour Guiding)            AESE10217 Certificate I in Automotive Engineering (Servicing)            CCGC10217 Certificate I in Building and Construction (General Construction)            PCSH20217 Certificate II in Plumbing (Water, Sanitation and Hygiene)</p>

## Support for Partner PSET Providers

	Initiatives and Capability Development Activities	National Courses Delivered (if applicable)
Ituani Vocational Skills Centre	<ul style="list-style-type: none"> <li>• Capability development for staff: IST and Leadership and Management qualifications, and governance workshops.</li> <li>• Provide advice on the delivery of Information Technology national qualification.</li> <li>• Provided access to APTC LLN resources to support Ituani LLN training.</li> <li>• Support and training in reviewing national qualifications.</li> <li>• Provided training resources.</li> </ul>	ITCO10417 Certificate I in Computing (Computer Operations)
Saint Michael Technical College	<ul style="list-style-type: none"> <li>• Capability development for staff: IST, Leadership and Management, hospitality and carpentry qualifications and governance and financial management workshops.</li> <li>• Support with the implementation of training and assessment systems.</li> <li>• Support and training in reviewing national qualifications.</li> </ul>	HTFB10316 Certificate I in Hospitality (Food and Beverage) AESE10116 Certificate I in Automotive Engineering (Small Engine Servicing) JFFM10117 Certificate I in Joinery, Furniture & Cabinet Making (Furniture Making)

<p>Vanuatu Institute of Technology (VIT)</p>	<p>Support for:</p> <ul style="list-style-type: none"> <li>• Solar installation infrastructure projects across VIT campus.</li> <li>• Supporting VIT goal of moving fully to renewable energy and the VIT Climate Change and Environmental Awareness Action Plan with Australia Pacific Climate Partnership (APCP).</li> <li>• Providing advice on the development of national plumbing course.</li> <li>• Supporting with setup of Recognition Services (RPL).</li> <li>• Provided access to APTC LLN resources to support VIT Bridging program.</li> <li>• Capability development for VIT staff: IST, Leadership and Management qualifications.</li> </ul>	<p>HTTS31219 Certificate III in Tourism (Travel Sales)  HTTG31319 Certificate III in Tourism (Tour Guiding)  HTCC10917 Certificate I in Hospitality (Catering and Cooking)  HTAS20717 Certificate II in Hospitality (Accommodation Services)  HTFP20817 Certificate II in Hospitality (Food Preparation)  HTAS10115 Certificate I in Tourism (Accommodation Services)  HTCS10317 Certificate I in Tourism (Customer Service)  HTCS20417 Certificate II in Tourism (Customer Service)  HTTO20517 Certificate II in Tourism (Tour Operations)  EEET10219 Certificate I in Electro-technology  AEAE10319 Certificate I in Automotive Engineering  CAAC20119 Certificate II in Fine Arts and Crafts  BFBA10417 Certificate I in Business  BFBA20517 Certificate II in Business (Administration Services)  ITCO10417 Certificate I in Computing (Computer Operations)  ITCS20517 Certificate II in Computing (Computer Support/Software and Hardware)  BFFA30117 Certificate III in Finance (Accounting)  BFAC40317 Certificate IV in Finance (Accounting)  CCAR10117 Certificate I in Climate Change (Adaptation and Disaster Risk Reduction)  CCAR30219 Certificate III in Resilience (Climate Change and Disaster Risk Reduction)  BCGC10116 Certificate II in Building and Construction (General Construction)</p>
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## Support for Non-Partner PSET Providers

	Initiatives and Capability Development Activities	National VQA Courses Delivered
Edwards Institute of Technology	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	ITCO10417 Certificate I in Computing (Computer Operations) ITCS20517 Certificate II in Computing (Computer Support/Software and Hardware) ITCH30117 Certificate III in Computing (Hardware) ITCN30317 Certificate III in Computing (Networking) ITCS30217 Certificate III in Computing (Support) ITSA60618 Advanced Diploma of Information System
Gateway Institute	<ul style="list-style-type: none"> <li>Capability development for staff: IST, Leadership and Management qualifications.</li> </ul>	
Londua Technical School	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	
Lonnoc Vocational Training Centre	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	HTAS10115 Certificate I in Tourism (Accommodation Services)
Lume Memorial Rural Training Centre	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	CCGC20116 Certificate II in Building Construction (General Construction) HTAS10115 Certificate I in Tourism (Accommodation Services)
Matahi Rural Training Centre	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	AFCE20617 Certificate II in Agriculture (Crop Establishment)
Onesua Presbyterian Technical School	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	HTTG10215 Certificate I in Tourism (Tour Guiding)

## Support for Non-Partner PSET Providers

	Initiatives and Capability Development Activities	National VQA Courses Delivered
Pacific Vocational Training Centre	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	MERC40117 Certificate IV in Mechanical Engineering (Air Conditioning and Refrigeration) EEIM40117 Certificate IV in Electrical Engineering (Installation and Maintenance) ITCT40720 Certificate IV in Information and Communication Technology
Pektel Rural Training Centre	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	CCGC20116 Certificate II in Building and Construction (General Construction)
Vanuatu Agriculture College		AFAN10116 Certificate I in Agriculture (Nursery) AFCE20617 Certificate II in Agriculture (Crop Establishment) AFAQ10316 Certificate I in Aquaculture AFTF20718 Certificate II in Aquaculture (Tilapia Farming) AFFN20216 Certificate I in Forestry (Nursery) AFFO20617 Certificate II in Forestry (Forest Operations) AFPM10416 Certificate I in Livestock (Poultry Management) AFLH20516 Certificate II in Livestock (Husbandry)
Vanuatu Institute of Teacher Education/National University of Vanuatu	<ul style="list-style-type: none"> <li>Capability development for staff: IST and Training and Assessment qualifications.</li> </ul>	
Vanuatu Maritime College	<ul style="list-style-type: none"> <li>Capability development for staff: IST qualification.</li> </ul>	AFCE20617 Certificate II in Agriculture (Crop Establishment)

## Support for Non-Partner PSET Providers

	Initiatives and Capability Development Activities	National VQA Courses Delivered
Vanuatu Police Training College	<ul style="list-style-type: none"> <li>Capability development for staff: IST and Leadership and Management qualifications.</li> </ul>	EDVT40118 Certificate IV in Education (VET Teaching) EDST70420 Bachelor of Education (Secondary Teaching) EDPT70320 Bachelor of Education (Primary Teaching) EDET40821 Certificate IV in Education (Early Childhood Care and Teaching)

## Key Stakeholders

	Initiatives and Capability Development Activities	National VQA Courses Delivered
Australian Institute Police Management (AIPM) – Vanuatu Policing and Justice Program.  APTC has a regional partnership.	<ul style="list-style-type: none"> <li>Capability development for staff: Leadership and Management qualification.</li> </ul>	
Chamber of Commerce and Industry (VCCI)	<ul style="list-style-type: none"> <li>Development of Training of COVID compliant national regulations by developing targeted industry led workshop/training.</li> </ul>	
Department of Tourism	<ul style="list-style-type: none"> <li>Development of Training of COVID compliant national regulations by developing targeted industry led workshop/training.</li> </ul>	
Ministry of Justice and Community Services (MoJCS) - National Disability Desk Committee (NDDC)  This is a GEDSI initiative.	<ul style="list-style-type: none"> <li>Collaborate with stakeholders and NGOs on the NDDC.</li> <li>Supporting Disability Desk Co-ordinator to develop reporting to assist with co-ordination of effort to support national GEDSI outcomes.</li> <li>Assist Disability Desk Co-ordinator to identify and support eligible applicants for GEDSI specific programs.</li> </ul>	

## Support for Non-Partner PSET Providers

	Initiatives and Capability Development Activities	National VQA Courses Delivered
<p>CCB Envico/Reeves International</p> <p>APTC currently has a partnership agreement in place – this is a co-investment initiative.</p>	<ul style="list-style-type: none"> <li>• Capability development for staff: Short course to support work on the Cooks Barracks project.</li> <li>• Capability development for staff: Team Leader skill set.</li> </ul>	
<p>Vanuatu Tourism Office</p>	<ul style="list-style-type: none"> <li>• Development of Training of COVID compliant national regulations by developing targeted industry led workshop/training.</li> </ul>	
<p>Vanuatu Society for People with a Disability (VSPD)</p> <p>This is a GEDSI initiative.</p>	<ul style="list-style-type: none"> <li>• APTC and VSPD joint delivery of disability awareness workshops</li> <li>• Capability development for VSPD Board: governance and leadership.</li> </ul>	
<p>VPRIDE</p> <p>This is a GEDSI initiative – grant through GEDSI Plan.</p>	<ul style="list-style-type: none"> <li>• APTC and VSPD joint delivery of disability awareness workshops</li> <li>• Supporting in the delivery of Sexual Orientation, Gender, Identity and Expression (SOGIE) - Safe awareness training to national providers.</li> </ul>	

## Annex II: Training and research for identified skill needs

Workplace Skills – All Industries			
Skill	2023	2024	2025
Attention to detail.	<b>Training</b> – short course will be delivered.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Client and customer service (this skill need is also listed as a technical skill need and will be combined with this training).	<b>Training</b> – short course will be delivered.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Client relations.		<b>Training</b> – short course on Advance Customer Relations.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Decision making and problem solving.		<b>Training</b> – short course will be delivered.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Multi-task and prioritise projects.		<b>Training</b> – short course will be delivered.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Critical thinking.			<b>Training</b> – short course will be delivered.
Digital literacy.	<b>Training</b> – deliver micro credentials in Digital Literacy Essentials and Cyber Security Essentials.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Leadership and Management (this skill need is also listed as a technical skill need and will be combined with this training).	<b>Training</b> – short course and/or full qualification in Leadership and Management.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Language, Literature and Numeracy Strengthening.	<b>Training</b> – applicants with low literacy undertake an LLN Bridging course. Support VIT in delivering APTC LLN Strengthening program.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.

PSET capability training			
Skill	2023	2024	2025
IST and Advanced IST.	<b>Training</b> – deliver IST and Advanced IST to PSET providers, industry, and NGOs.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Professional and trade qualifications.	PSET employees are given priority placement in APTC programs.	PSET employees are given priority placement in APTC programs.	PSET employees are given priority placement in APTC programs.
Technical Skills by Industry			
Agriculture			
Skill	2023	2024	2025
Crop Farming Technical Skills			
<ul style="list-style-type: none"> <li>Workplace health and safety including chemical safety.</li> <li>Repairing and mechanical skills.</li> </ul>	<b>Research</b> – viability of partnering and providing capability development to the Vanuatu Agricultural College.	<b>Training</b> – if outcomes successful provide teacher training and technical capability development.	<b>Training</b> – if outcomes successful provide training and technical capability development.
Cattle Farming Technical Skills			
<ul style="list-style-type: none"> <li>Workplace health and safety.</li> <li>Animal husbandry.</li> <li>Repairing, maintenance and mechanical skills.</li> </ul>	<b>Research</b> – viability of partnering and providing capability development to the Vanuatu Agricultural College.	<b>Training</b> – if outcomes successful provide teacher training and technical capability development.	<b>Training</b> – if outcomes successful provide training and technical capability development.
Poultry Farming Technical Skills			
<ul style="list-style-type: none"> <li>Workplace health and safety.</li> <li>Operate farm machinery and equipment.</li> <li>Ecosystem management.</li> </ul>	<b>Research</b> – with Industry and VQA the practicality of developing a national qualification to meet the needs of industry.	<b>Research</b> – if outcome validates a national qualification being developed continue support.	<b>Research</b> – if outcome validates a national qualification being developed continue support.

Hospitality (including general hospitality and cookery)			
Skill	2023	2024	2025
<b>Cookery Technical Skills</b>			
Food safety.	<b>Training</b> – deliver short course in Food Safety Supervision or Safe Kitchen Practices.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Plan and cost recipes.	<b>Research</b> – practicality of developing short course on planning recipes, costing, and storing stock.	<b>Training</b> – commence delivering short course.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Cookery skills.	<b>Training</b> – Certificate III in Commercial Cookery RPL model.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
<b>Hospitality Technical Skills</b>			
Identify hazards, assess, and control safety risks.	<b>Training</b> – deliver work, health and safety unit. This training can be combined with the Cookery – Food safety training.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Purchasing and storing stock and supplies.	<b>Research</b> – prepare short course in planning and costing recipes.	<b>Training</b> – deliver short course in planning and costing recipes.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Security.		<b>Research</b> – a non-accredited short course using competencies from Certificate III in Security Operations.	<b>Training</b> – if viable then commence training in Vanuatu and then roll out to other locations.
Hygienic practices.	<b>Training</b> – deliver short course in Food safety supervision and safe kitchen practices.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
<b>Housekeeping Technical Skills</b>			
<ul style="list-style-type: none"> <li>Housekeeping skills.</li> <li>Use hygiene practices.</li> <li>Identify hazards, assess, and control safety risks.</li> </ul>	<b>Research</b> – using the VQA National qualification Certificate II in Hospitality (Accommodation Services) or developing an APTC housekeeping short course/skill set for a work base delivery model.	<b>Training</b> – if outcomes support a training option commence training.	<b>Training</b> – if outcomes validate ongoing demand continue training

Manufacturing			
Meat Processing Technical Skills			
Skill	2023	2024	2025
Workplace health and safety.	<b>Training</b> - short course on Introduction to the Meat Processing Industry.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Maintaining records.	<b>Research</b> - delivering short course on maintaining business records in Meat Processing Industry.	<b>Training</b> - deliver short course on maintaining business records in Meat Processing Industry.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Services			
Business Services Technical Skills			
Skill	2023	2024	2025
<ul style="list-style-type: none"> <li>Organise, maintain files and data base.</li> <li>Marketing skills.</li> <li>Business writing.</li> </ul>	<b>Research</b> – introducing a flexible delivery model for short courses in Business Services which build skills to enable the completion of Certificate III in Business Administration.	<b>Training</b> – if suitable model is developed, then commence implementation.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Retail Services Technical Skills			
Selling techniques.		<b>Research</b> – short course on selling to the retail customers.	<b>Training</b> – if suitable model is developed, then commence implementation.
Retail Handicrafts Technical Skills			
Workplace health and safety.	<b>Training</b> – deliver suitable WHS single unit of competency to retail handicrafts sector.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Promoting products and services to international markets.		<b>Research</b> – suitability of vocational course to address this skill need.	<b>Training</b> – if suitable model is developed, then commence implementation.

Tourism			
Tourism Technical Skills			
Skill	2023	2024	2025
Hygienic practices and safety processes.	<b>Training</b> – deliver short course in Food Safety Supervision and Safe Kitchen Practices.	<b>Training</b> – if suitable model is developed, then commence implementation.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Trades			
Air Conditioning and Refrigeration Technical Skills			
<ul style="list-style-type: none"> <li>Work health and safety including handling refrigerants and lubricants.</li> <li>Air conditioning technical and diagnostic and repair skills.</li> </ul>	<b>Research</b> – viability of partnering and providing teacher training and technical capability development to the Pacific Vocational Training Centre delivering the National Qualification Certificate IV in Mechanical Engineering (Air Conditioning and Refrigeration).	<b>Training</b> – Certificate III in Refrigeration and Air Conditioning is delivered in Fiji and is available to application from other countries.	<b>Training</b> – Certificate III in Refrigeration and Air Conditioning is delivered in Fiji and is available to applicants from other countries
Automotive (General) Technical Skills			
Work health and safety.	<b>Training</b> – Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.	<b>Training</b> – Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.	<b>Training</b> – Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.
<ul style="list-style-type: none"> <li>Automotive ignition and mechanical skills.</li> <li>Automotive wiring systems (LV and DC).</li> </ul>	<p><b>Research</b> – a pathway from the National Certificate 1 Automotive Engineering into APTC Certificate III in Light Vehicle Mechanical Technology.</p> <p><b>Training</b> – Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to application from other countries.</p>	<b>Training</b> – Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.	<b>Training</b> – Certificate III in Light Vehicle Mechanical Technology is delivered in Fiji and PNG and is available to applicants from other countries.

Automotive (Marine) Technical Skills			
Skill	2023	2024	2025
Diagnostic and mechanical marine technology skills.	<b>Research</b> – viability of delivering Certificate III in Marine Mechanical Technology in Fiji or PNG for applicants Pacific wide.	<b>Training</b> – if research validates the need for training then commence training for participants Pacific wide.	<b>Training</b> – if research validates the need for training, then commence training for participants Pacific wide
Construction Technical Skills			
Workplace health and safety.	<b>Training</b> – deliver Certificate III in Carpentry/Construction single unit of competence for Industry group.	<b>Training</b> – if outcomes validate ongoing demand continue training	<b>Training</b> – if outcomes validate ongoing demand continue training
Safety skills on a construction worksite.	<b>Research</b> – delivering a short course.	<b>Training</b> – if research validates the need for training, then commence delivery.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Operate power tools and equipment.	<b>Research</b> – delivery of a short course, using a flexible delivery model to suit the needs of industry.	<b>Training</b> – if research validates the need for training, then commence delivery.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Electrical (including solar and renewable systems) Technical Skills			
Renewable energy skills.	<b>Research</b> – pathway from National Certificate 1 in Electro-technology into Certificate II in Sustainable Energy.  <b>Training</b> – Certificate II in Sustainable Energy is delivered in Fiji and is available to application from other countries.	<b>Training</b> – Certificate II in Sustainable Energy is delivered in Fiji and is available to application from other countries.	<b>Training</b> – Certificate II in Sustainable Energy is delivered in Fiji and is available to applicants from other countries.
Workplace health and safety.	<b>Training</b> – Certificate II in Sustainable Energy is delivered in Fiji and is available to application from other countries	<b>Training</b> – Certificate II in Sustainable Energy is delivered in Fiji and is available to application from other countries	<b>Training</b> – Certificate II in Sustainable Energy is delivered in Fiji and is available to applicants from other countries

Floor and Wall Tiling Technical Skills			
Skill	2023	2024	2025
<ul style="list-style-type: none"> <li>Workplace health and safety.</li> <li>Tiling technical skills.</li> </ul>	<b>Training</b> – Certificate III is delivered in Fiji and is available to application from other countries.	<b>Training</b> – Certificate III is delivered in Fiji and is available to application from other countries.	<b>Training</b> – Certificate III is delivered in Fiji and is available to applicants from other countries.
Painting and Decorating			
Painting and decorating techniques and skills.	<ul style="list-style-type: none"> <li>VQA has not developed a qualification in painting and decorating. No Vanuatu PSET provider is delivering a relevant course.</li> <li>APTC has transitioned the delivery of the Certificate III in Painting and Decorating to National Productivity Training Centre in Fiji.</li> <li>APTC is currently developing a short course in Painting and Decorating which could be used in Vanuatu.</li> <li>In 2023, research the viability of a Vanuatu PSET provider implementing APTC short course.</li> </ul>		
Plumbing Technical Skills			
Workplace health and safety and working safely on roofs.	<b>Research</b> – National Certificate II in Plumbing meets Industry training requirements.	<b>Training</b> – if national course meets the industry requirements. APTC to continue to support a national PSET providers delivering the qualification.	<b>Training</b> – if outcomes validate ongoing demand continue to support national PSET provider.
Use plumbing hand and power tools.	<b>Research</b> – viability of APTC continuing working with a National PSET Institute delivering Certificate II in Plumbing to deliver a short course.	<b>Training</b> – if research validates national course meets the industry requirements, APTC to support national PSET provider delivering the short course.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Adjust water services controls and devices.	<b>Research</b> – competency standards of national Certificate II in Plumbing to determine if it meets Industry training requirements and the viability of developing RPL pathways into APTC Certificate II or III in Plumbing.	<b>Training</b> – if research validates national course meets the industry requirements commence training and RPL pathways.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Install domestic treatment plants and install water mains and pipe systems.	<p><b>Research</b> – demand for training across the Pacific and design a short course to be delivered in Samoa and make available to applicants from Vanuatu.</p> <p><b>Research</b> – demand Pacific wide for the Certificate III in Plumbing.</p>	<p><b>Training</b> – if research validates the need commence delivering short course.</p> <p><b>Training</b> – if research validates delivery of the Certificate III in Plumbing</p>	<b>Training</b> – if outcomes validate ongoing demand continue training of both courses.

Welding and Fabrication Technical Skills			
Skill	2023	2024	2025
Workplace health and safety.	<b>Research</b> – viability of delivering a short WHS course. Include in research an assessment of working with VIT to expand their provision of the Certificate I in Mechanical (Metal Production).	<b>Training</b> – if research validates the need commence delivering short course.	<b>Training</b> – if outcomes validate ongoing demand continue delivering short course.
Engineering measurements and computations.	<b>Research</b> – viability of delivering a short course.	<b>Training</b> – if research validates the need commence delivering short course.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Generic Skills – All Industries			
The following skill needs were identified across industries sectors:			
Coach others in job.	<b>Training</b> – deliver short course on coaching and mentoring others in workplace.	<b>Training</b> – if outcomes validate ongoing demand continue training	<b>Training</b> – if outcomes validate ongoing demand continue training
Supervision and management.	<b>Training</b> – deliver short course or Certificate IV in Leadership and Management.	<b>Training</b> – if outcomes validate ongoing demand continue training.	<b>Training</b> – if outcomes validate ongoing demand continue training.
Customer service and relations.	<b>Training</b> – deliver short course on customer service.	<b>Training</b> – if outcomes validate ongoing demand continue training.  <b>Training</b> – commence the delivery of a short course in Advance Customer relations.	<b>Training</b> – if outcomes validate ongoing demand continue training.  <b>Training</b> – if outcomes validate ongoing demand continue training.