



TORBA PROVINCE SKILLS PLAN

2015 - 2018

Skills for Economic Growth



Australian
Aid 

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ABBREVIATIONS

BDS	Business Development Services
DARD	Department of Agriculture and Rural Development
GESI	Gender Equity and Social Inclusion
MoET	Ministry of Education and Training
NGO	Non-Government Organisations
PSET	Post School Education and Training
PTB	Provincial Training Boards
TVET	Technical and Vocational Education and Training
VCCI	Vanuatu Chamber of Commerce and Industry
VESS	Vanuatu Education Sector Strategic Plan
VQA	Vanuatu Qualifications Authority
VQF	Vanuatu Qualifications Framework

FORWARD BY THE TORBA PROVINCE SECRETARY GENERAL



It is with much pleasure that I present to you our first Skills Plan for Torba Province; it specifically captures our training and learning development projections for four years, commencing next year in 2015 and concluding in 2018. It will be essential to review, monitor and evaluate our skill development efforts each year.

It is with equal importance that I introduce this plan to coincide with the opening of the Torba TVET Centre, which along with other agencies and stakeholders in our province will energise the engagement of our community and industry sectors with the importance of training and lifelong learning.

It will be skill development that will assist us in improving and developing new infrastructure that will benefit all in the province and in particular drive the efforts of industry sectors seeking to achieve their commercial potential, in particular our agriculture and tourism sectors, both of which are seeking to improve productivity by having a skilled and qualified workforce.

It is of equal importance that we commence this journey with a commitment to our national training system, and where possible ensure our training is robust and of international quality by using Vanuatu Qualifications Authority developed endorsed training packages, linked to competency standards and delivered by registered ni-Vanuatu training providers.

This Skills Plan has been the effort of many provincial and national stakeholders, including the Provincial Training Board for Torba Province, who have contributed their best efforts in identifying macro and micro industry knowledge and intelligence impacting on the commercial objectives of the productive sectors.

In closing I ask that we ensure our skill development and training delivery include all members of the Torba Province community, in particular increased opportunities for women, and for those who are disadvantaged by the remoteness of their villages and islands, or for those who may have a disability. The responsibility for skill development sits with all of us, as employers, as stakeholders, as community leaders and the government.

Please take every opportunity to learn and grow as we implement the 2015 - 2018 Torba Province Skills Plan.

Thank You and God Bless

Mrs. Ketty Napwatt
Secretary General – Torba Province



1 INTRODUCTION

The Government of Vanuatu recognises skill planning as an essential element in the achievement of the objectives of its Priorities and Action Agenda. With Australian Government support, skills plans will be developed for all six provinces by the end of 2014.

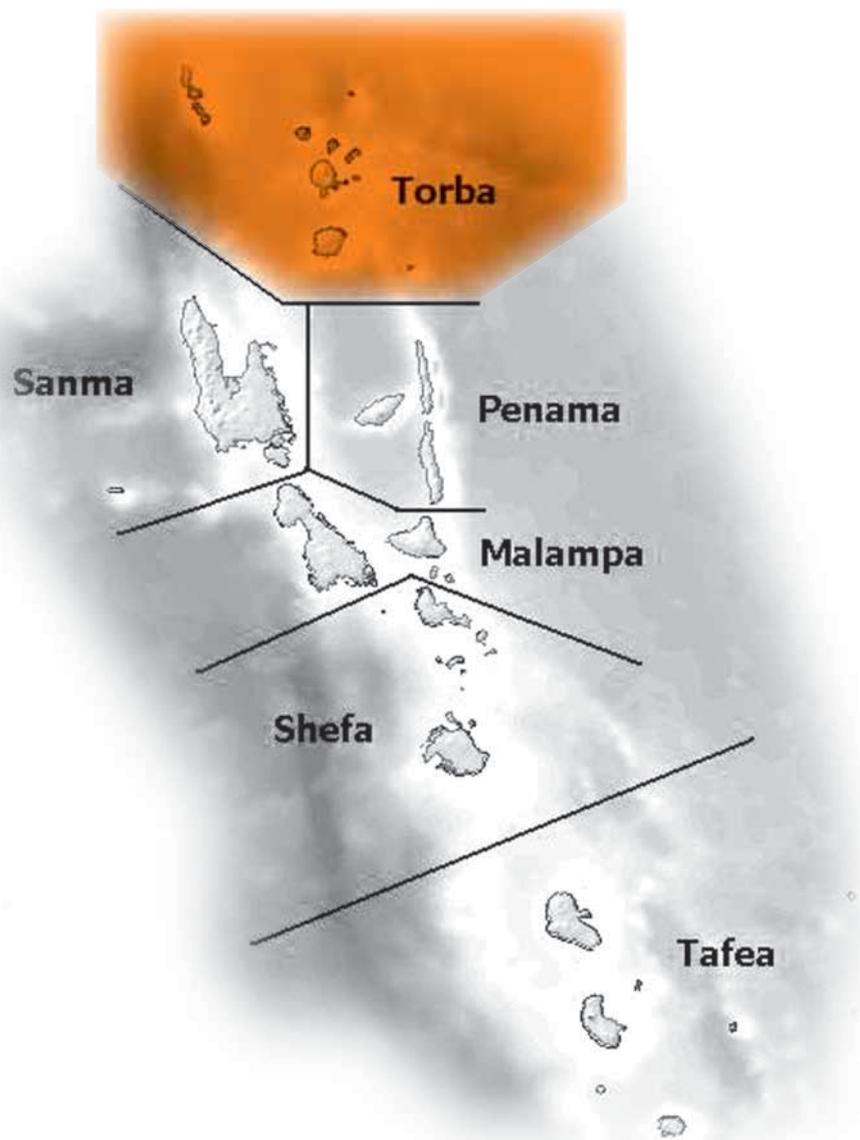
The Skills Plans identify productive sector skill requirements that will underpin potential economic growth over a four year period. The information provided is based on analysis of statistics, survey and planning documentation and in-depth consultation with productive sector stakeholders and industry at provincial and national level.

The skill planning process is part of a larger workforce development vision for Vanuatu that is supported by the aims of the Government to create long term stability and economic development. This includes broad based growth, and improved welfare of the general population. The national goals for provincial skill development and workforce planning are:

- ensure people benefit from training programs and resources to increase their employment opportunities and income, hence improving livelihoods
- empower women and people with a disability, including all aspects of Gender, Equity and Social Inclusion (GESI)
- strengthen partnerships between Technical and Vocational Education and Training (TVET) providers and the productive sectors

Critically, the provincial skills plans also reflect the objectives of the Vanuatu Qualifications Authority (VQA) as it implements the industry led training packages and qualifications framework within a training system where the skill demands of the productive sectors are the key driver.

It should be noted training requirements are estimates and continued planning, survey, monitoring and evaluation will be required to annually determine training requirements and to resolve evolving objectives and skill needs of the province. The training figures have been determined in the context of the potential demand for skill development for each industry sector, and provide a useful projected annual outcome for training providers and TVET stakeholders to plan and develop programs and training delivery. The training requirements are found in each industry sector following and are linked to the priority economic activity for the sector.





2 VANUATU TRAINING LANDSCAPE

The Vanuatu training landscape has a complex and dynamic TVET system. This is reflected in the diverse range of training and learning options provided by:

- registered training providers offering accredited training
- non accredited training including programs by Non-Government Organisations (NGO)
- training programs by church based organisations
- informal and on the job training
- traditional learning of customs and culture

These learning modalities will all continue to have a place in the Vanuatu training landscape but a more coordinated national model is required. This national focus is being managed and implemented by the VQA and the Ministry of Education and Training more broadly, with the support of other TVET sector, Government and industry stakeholders.

Key to this focus is the implementation of national Vanuatu training packages and their related competency standards. This will see a shift towards a consistent and accredited training system linking the diversity of all training providers and substantially benefiting recipients of training outcomes.

This Skill Plan has as its base the key objective of assisting the industry sectors in transitioning to the new system and addressing skill shortages with a national model that has regional and international relevance. Other important themes include:

- developing and engaging future industry sector leaders
- engaging disengaged youth
- addressing the aging demographic of some sectors
- including employability skills within all training activity

- improving employment access for marginalised groups
- reviewing national and international education and training scholarship programs
- evaluating regional “out of country” employment programs
- resolving provincial infrastructure issues impacting on commercial and economic development

Employment growth requires a skilled and qualified workforce. The existing workforce and those seeking to enter the labour market require training that meets the needs and demands of industry. This is more easily quantifiable for those in the formal economy, which includes the small percentage of the Vanuatu workforce that is in paid employment.

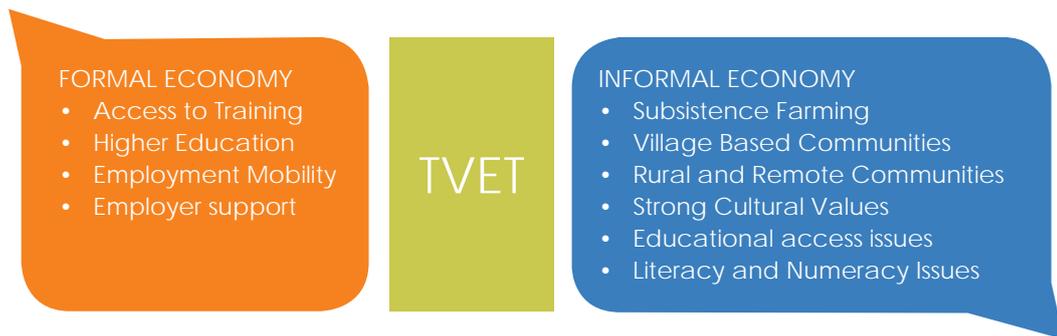


Figure 1: Formal and Informal Economies

The informal economy accounts for a large percentage of each province’s population, with this primarily subsistence farming group continuing to have limited access to employment and training opportunities. For those in the informal economy ongoing basic education issues are impacting on their capacity to transition to the formal economy.

A live / learn / earn program needs to be developed that connects all aspects of the learning cycle, including primary and secondary education, church based and NGO programs to the TVET system. It requires improved linkages to formal and informal training with a focus on employability skills, work experience programs and accredited training outcomes, and mentored BDS (Business Development Services).

The informal economy and formal economy require a demand-driven TVET system that is responsive to the skill requirements of the productive industry sectors with a goal to improving productivity.

Growth will need to be supported by further skill and professional development for those already employed in these sectors and for those seeking employment. This will allow for some degree of transition for younger workers and jobseekers to transition to the formal economy.



3 PURPOSE

The Torba Province Skills Plan will focus on the following productive sectors:

- Agriculture & Horticulture
- Forestry
- Livestock
- Fisheries and Aquaculture
- Tourism and Hospitality
- Construction and Property Services
- Transport and Logistics (including Maritime)
- Cross Sector

Each sector has been reviewed to identify:

- skills and training in demand
- workforce drivers (including barriers to skill development)
- potential numbers of people requiring training
- new national qualifications relevant for each productive sector

The information contained within the Skills Plan, with further analysis will be used to assist in the development of industry sector plans and a National Skills Plan.

It should be noted that this Plan addresses the skill needs and issues impacting on the key productive sectors of the province. It does not include the critical shortages and skill development needs of the professional and predominantly higher educated employees of the public service, including health, education and emergency services.

The workforce development needs and identification of skill shortages in the professional and managerial areas, and larger business and commercial activity have not been addressed in this Plan.



4 TORBA PROVINCE

Torba is the northernmost province of Vanuatu, consisting of the Banks and Torres Islands covering an area of 882 km². It has a population of 9,359 people (2009 National Census of Population and Housing) however current estimates indicate the population is in the vicinity of 10,500. The capital of Torba Province is Sola located on Vanua Lava.

TORBA PROVINCE		
Islands	Name	Population
Banks	Gaua	2491
	Kwakea	26
	Merelava	647
	Merig	12
	Mota	683
	Motalava	1451
	Rah	189
	Ureparapara	437
	Vanua Lava	2597
Torres	Hiw	269
	Linua	0
	Lo	210
	Metoma	13
	Tegua	58
	Toga	276

Vanuatu 2009 Census Summary
Table 1: Torba Province Islands and Population

The majority of Torba's population live in rural areas, where subsistence farming and fishing are the main sources of livelihood. Whilst agriculture, horticulture and fisheries are the primary employment activities of the province and have potential for economic growth the following sectors also indicate potential for growth:

- tourism, including accommodation, cultural traditions and tour support services
- handicraft through increased tourism
- construction and building services
- co-operative/ cross sector, including retail, communications and business services

The retail and tourism sectors continue to account for a small but growing percentage of the economy. The economic profile of other productive sectors continues to be unknown due to the limited availability of provincial data.

Proposed monitoring of the Torba Province Skills Plan will assist in establishing provincial data collection useful for future training and skill development planning.

A focus of the skills planning process and skill development for Torba in the next four years will focus on the needs of those marginalised in the employment market and seeking assistance to access training and learning opportunities, including women, people with a disability and entry level jobseekers. A substantial amount of training energy and resourcing must be invested in the informal economy for Torba in the coming years.

2014 saw an important development in food crop management in Torba Province, as the Department of Agriculture and Rural Development (DARD) organised and set up a food security program at Ureparapara and Sola. As a national priority, this included the establishment of a nursery and multiplication plots for accessibility of planting materials. This will be an opportunity for extension services to show best practice and present new planting material to educate farmers on food security.

TORBA SKILL DEVELOPMENT OBJECTIVES - PRODUCTIVE SECTORS 2015 – 2018

- Making the Torba Productive Sectors of agriculture, livestock, forestry and fisheries commercially viable and managed by a skilled and qualified workforce
- Increasing annual production quantity and quality for local consumption
- Focus on growing markets
- Strengthening market segments with growth potential – including nuts, vanilla, spices, copra, sandalwood, beef and farmed fisheries

PRODUCTIVE SECTORS WORKFORCE DEVELOPMENT DRIVERS

Developing Torba productive sector assets	<ul style="list-style-type: none"> • Bio diversity • Connecting informal productive sector with the formal sector • Agri -business • Agri -tourism
Managing Change	<ul style="list-style-type: none"> • Climate change • Ensuring opportunities for farm business management including supply and value chains • Linking the productive sectors to growth sectors such as tourism allowing visitors to meet local people and sample local produce
Strengthening our workforce capabilities including	<ul style="list-style-type: none"> • Strong industry leadership and collaboration at business, provincial and national levels • Commitment to skills development • Establishing sustainable agriculture, forestry, livestock and fisheries industries

TORBA - STRATEGIC SKILLS PRIORITIES - PRODUCTIVE SECTORS

Ensuring farmers, foresters and fisherman have the right skills for the future growth of Torba Province's productive sectors	<ul style="list-style-type: none"> • Productive sectors professional and operational skills are linked to strengthened management skills and technical skills • Investing in research • Establishing sustainable productive sector processes
Having appropriate and high quality training and training providers available to the sector	<ul style="list-style-type: none"> • Varied occupations across all sectors need to have individuals with a range of technical skills available • New skills are required to capture emerging Vanuatu and regional markets • Increased numbers of skilled productive sector industry personnel with trainer qualifications
Improving Management, leadership and innovation in the sector	<ul style="list-style-type: none"> • Productive sector business growth skills are needed to develop, manage and grow the agricultural, livestock, forestry and fisheries sectors. • Developing and upgrading training delivery methodologies to reflect market trends, product development and use of new technologies • Skills to enable collaborations between businesses and stakeholders at local levels • Employability skills

Table 2: Torba Skill Development Objectives



5 AGRICULTURE AND HORTICULTURE SECTORS

In general terms agriculture is the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products. It also includes the cultivation of plants, fungi, and other life forms for fibre, biofuel, medicinal and other products used to sustain and enhance human life.

Horticulture is the branch of agriculture that deals with the art, science, technology, and business of plant cultivation. It includes the cultivation of fruits, vegetables, nuts, seeds, herbs, sprouts, mushrooms, algae, flowers, seaweeds and non-food crops such as grass and citrus trees and plants. It also includes plant conservation, landscape restoration, landscape and garden design, construction, maintenance, and arboriculture.

In Vanuatu food crops include root plants such as manioc, taro, kumala, banana and plantains and cash crops include rice, coconut, copra, cocoa and kava.

The main objectives of the Vanuatu Government policy in the development of agriculture are to:

- assist farmers and industry with production and processing to increase rural income
- assist farmers to improve productivity to sustain food security through the sustainable utilisation of land, research and training
- assist in organising and empowering small farm holders towards commercial agriculture
- manage climate change and establish disaster risk management strategies

In Torba Province the production of root crops and vegetables is declining despite the population increasing every year. To compensate for this decline, rice and flour are being imported; recent training efforts from agricultural stakeholders have seen an increase in production and marketing of root crops (yam, taro, cassava, and banana) and some recent rice production in response to the national food security challenge. A further increase in rice production is planned for 2015 on Gaua.

Root and cash crops are mainly consumed by the growers, and any surplus is sold locally, with a small percentage on sold for further processing.

The coconut industry is more than a century old in Torba Province, and therefore there is a need to renew the stock of aging coconut trees, and improve the quality of the copra drying process with associated skill development. Kava production is a primary income generating agricultural product for many rural households. In the 2007 census, a total of 355,820 kava plants were planted by farmers and growers in Torba Province.

Agribusiness is promoted by the Vanuatu Chamber of Commerce and Industry (VCCI) to encourage sustainable commercial agriculture development. A training program is in the process of being accredited by the VQA and aims to be run in every province, including Torba Province.

Vanilla bean planting and farming in Torba has declined in recent years with a small number of farmers attempting to maintain production. Low yields due to climatic conditions have deemed the vanilla bean an unsuitable crop, although the Agricultural Census in 2007 identified 233 parcels of land planted with vanilla in Torba Province.

The agriculture and horticulture sectors are a priority for Torba Province and the following nine (9) areas of progress should be addressed:

- local business needs a leading role in the development of managing private sector-led growth of agriculture. This should include assistance to set up and train a network of producers' cooperatives
- continued support for farmers involved in rice growing and the possible establishment of additional processing units
- provide access to Agribusiness training programs
- strengthen and identify market opportunities
- extend processing knowledge to include conservation techniques
- increase knowledge of machine sustainability of processing through efficiently and maintenance
- improved knowledge of soil fertility and sustainability
- additional training with importation of new root stock for citrus
- programs aimed at setting up on-farm nurseries to extend and improve the coconut development industry in Torba Province

SKILLS IN DEMAND FOR AGRICULTURE & HORTICULTURE
<p>Increased knowledge to implement new crop varieties and propagation methods:</p> <ul style="list-style-type: none"> • new root stock for citrus with specific emphasis on grafting • creation and monitoring of on-farm nurseries in Sola and Ureparapara for future grafting of citrus trees • specifically lettuce, tomatoes, potatoes, carrots, cabbage, cucumbers, courgettes, aubergines, and other vegetables to meet the changing demands on Ni - Vanuatu and tourists • coconut oil production • cocoa production
<p>Increased knowledge to implement improved crop varieties:</p> <ul style="list-style-type: none"> • awareness and training on kava varieties, post-harvest handling and processing • awareness and training on pepper varieties, post-harvest handling and processing • nuts (nangae, navel, natapoa) collection and processing with increased husbandry practices and processing skills
<p>Conduct programs that will equip farmers with kava drying information</p>
<p>Increased knowledge to implement propagation methods</p>
<p>Skills to maintain and improve soil fertility through:</p> <ul style="list-style-type: none"> • continued trials with the active participation of farmers at research stations with various legume trees
<p>Increased knowledge on the processing and preservation of food</p>
<p>Business development to strengthen marketing capabilities in:</p> <ul style="list-style-type: none"> • Sola food crops through avenues including market facilities, road markets, information campaigns, field days, fairs and trade shows • the pepper/ spices and nut market
<p>Business development to identify marketing opportunities concentrating on training delivery of potential households that are able to sell more than 50% of their production in the market centres on Gaua, Sola and Motalava</p>
<p>Programs to establish, install, maintain and manage food crop processing equipment, specifically:</p> <ul style="list-style-type: none"> • to process starch out of root crops and plantains • manioc flour production • rice drying and whitening • nut processing • coconut oil production
<p>Employability and Generic skills (refer Appendix 1)</p>
WORKFORCE DRIVERS
<p>Improved infrastructure to:</p> <ul style="list-style-type: none"> • allow the commercial potential of the sector • establish market facilities • move produce to markets, in particular roads and shipping
<p>Research into agri-tourism, linking agriculture to the tourism sector</p>
<p>Strengthening industry leadership within the agricultural sector</p>
<p>Continued research into rice production</p>
<p>Coconut: need to renew stock of old coconut trees, and improve the quality of the copra drying. A number of hot air dryers are in a bad state that has impacted on the quality of copra</p>
<p>Further funded development of training programs and business development support, including mentoring</p>
<p>Commercial opportunities and market demand for new nut varieties and the need for industry and government support for nut farming infrastructure</p>

Table 3: Agriculture and Horticulture - Skills in Demand and Workforce Drivers

The following tables identify the area of skills required in the agriculture and horticulture sectors and the number of participants that may require training or further training and development over the next four years.

TORBA AGRICULTURE SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Agri-business education	All crops	Best husbandry practice	30	25	20	15	90
		Post-harvest handling	30	25	20	15	90
		Grading	30	25	20	15	90
		Marketable product	30	25	20	15	90
		Packaging	30	25	20	15	90
		Product transformation	30	25	20	15	90
		Transporting	30	25	20	15	90
		Pricing	30	25	20	15	90
		Storage	30	25	20	15	90
Financial management and budgeting	Commercial crops (rice, kava, copra)	Financial management and budgeting	30	25	20	15	90
Farm Management	Commercial crops (rice, kava, coconut)	Farm management	30	25	20	15	90
Setting up a nursery and plant propagation	Fruit Trees	Nursery, grafting, planting and harvesting	20	20	20	20	80
Setting up a nursery and plant propagation	Pepper	Nursery, planting, harvesting, drying and processing	20	20	20	20	80
Setting up a nursery and plant propagation	Cocoa	Nursery, planting, harvesting, drying and processing	20	20	20	20	80

Table 4: Agriculture – Training Requirements 2015 - 2018

TORBA HORTICULTURE SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Home and community gardening	Mixed cropping and flora-culture	Mixed gardening	40	35	30	25	130
		Small scale commercial gardening					
Improved Farming System	Soil fertility enhancement	Mulching and Composting	30	25	20	15	90
		Agro forestry	30	25	20	15	90
		Alley cropping	30	25	20	15	90
		Slope farming	30	25	20	15	90
		Crop rotation	30	25	20	15	90
Dry kava processing (chips drying)	Kava	Dry kava processing skill (chips drying)	20	20	20	20	80
Food Security	All crops	Planting program skill Breeding Skills Pest and diseases control	30	25	20	15	90
Food Processing -Value Adding	Nuts	Harvesting, processing, packaging and marketing	20	20	20	20	80

Table 5: Horticulture – Training Requirements 2015 - 2018

The following tables identify the VQA training package domains available for the agriculture and horticulture sectors:

SUBFIELD: Agriculture			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Nursery 2. Landscape 3. Machinery 4. Conservation 5. Horticulture 6. Seeds 7. Irrigation 8. Animal husbandry 9. Chemical and Safety 10. Horse 11. Cocoa production 12. Vanilla production 13. Tamarind Production 	<ol style="list-style-type: none"> 1. Crop establishment 2. Farming skills 3. Agricultural vehicles & machinery 4. General agriculture practices 	<ol style="list-style-type: none"> 1. Equipment farming skills (Dressing) 2. Agricultural resource maintenance 3. General agriculture practices 4. Pest/Diseases control

Table 6: VQA for Agriculture

SUBFIELD: Horticulture			
Certificate Level	One	Two	Three
Domains		<ol style="list-style-type: none"> 1. Establish crops (Nursery) 2. Crops and plants 3. Horticulture operation 4. Horticulture production 	<ol style="list-style-type: none"> 1. Establishment 2. Horticulture production management 3. Horticulture soil resources management 4. Plant and garden 5. Vegetable production 6. Horticultural operation

Table 7: VQA for Horticulture



6 FORESTRY SECTOR

The forestry sector includes the natural forest, managed forest wood plantations and the establishment of nurseries to increase forest stock.

Market opportunities have been identified that if managed correctly, and supported with skill development could see Vanuatu emerge as a centre of timber growing in the Pacific.

The native whitewood is widely sought after for high value uses, such as panelling and furniture, and as a structural timber for local use, and whitewood is suited to forestry plantation and production.

Across Vanuatu skill development is required for workers to implement silviculture, which is the practice of controlling the growth, composition, health, and quality of forests to meet a range of societal, economic and environmental needs. Given its rapid growth and stable value as a construction timber, whitewood is one of the favoured species. Sandalwood and other “hardwood” timber species (Mahogany, Natapoa and Nangai) should also be planted, for their long-term economic value.

Torba Province depends mainly on natural forest stocks, however after years of exploitation of the natural forest stocks, five (5) areas of environmental and industry development should be addressed:

- concentrate on forestry extension programs
- establishment of nurseries to improve forest product, including the number of nurseries for whitewood, sandalwood¹ and other valuable species
- increase the production of community and Government nurseries
- reforestation and improvement of the felling / maintenance and sawing techniques for portable saw-mill operators
- increase the number of trained portable sawmills operators

Fortunately landowners are becoming increasingly interested in planting trees for the future. This increased interest and addressing the areas identified above will aid in the increase of productivity and income levels. In addition to skill development for the forest growth aspect of the industry there is commercial potential for value adding by improved milling processes, and end product including construction timber and local timber furniture manufacturing for both local and regional use. Additionally this would benefit the tourism sector (accommodation providers) seeking locally designed and manufactured furniture and the government sector refurbishing infrastructure including schools and health facilities.

SKILLS IN DEMAND FOR FORESTRY

- Nursery, planting, husbandry, grafting and propagation
- Business management skills
- Assist the establishment of woodlots with interested farmers
- Logging skills
- Training for the establishment of large scale plantations
- Employability and Generic skills (refer Appendix 1)

WORKFORCE DRIVERS

- There is a high demand from farmers for seedlings and this will require support from a forestry extension officer
- Climate change awareness
- Improved infrastructure to move forest product for shipping
- Strengthening industry leadership within the forestry sector
- Community and landowner awareness of the challenges of non-sustainable exploitation of the forest

Table 8: Forestry - Skills in Demand and Workforce Drivers

¹ VANWODS continues to fund forest wood business ventures, in particular for women to plant sandalwood in Torba Province. Seeds will be provided by the organisation, and training for nurseries, planting and husbandry of sandalwood should be provided.

The following table identifies the area of skills required in the forestry sector and the number of participants that may require training or further training and development over the next four years.

TORBA FORESTRY SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Setting up a Nursery	Sandalwood	Nursery and Planting and husbandry skills	20	15	10	10	55
	Whitewood		20	15	10	10	55
	Mahogany		20	15	10	10	55
	Nangai		20	15	10	10	55
	Natapoa		20	15	10	10	55
Nursery Propagation	Fruit trees and Sandalwood	Crafting skills Proper storage skills	30	25	20	20	95
Wood Lot	Forest Plantation	Management training	25	20	20	20	85
Logging practices	Sawmilling Small sawmill operators	Maintenance and management skills Tree felling skills	20	20	20	20	80
	Timber Grading	Grading	10	10	10	10	40
		Treating	10	10	10	10	40
		Stacking	10	10	10	10	40
		Pricing	10	10	10	10	40
		Marketing	10	10	10	10	40
Furniture	Furniture	Wood work and joinery skills	15	15	15	15	60
		Value adding	15	15	15	15	60

Table 9: Forestry – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the forestry sector:

SUBFIELD: Forestry			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> Nursery Forest establishment Seeds Forest operation management Chemical Tree felling Chainsaw operation Log scaling Seasoning 	<ol style="list-style-type: none"> Forest establishment Chemicals Forest mensuration Grading Forest operation management Forest operation management Communication Forest harvesting Chainsaw operation Forest silviculture operations 	<ol style="list-style-type: none"> Forest establishment Forest harvesting Forest mensuration Forest operation management Log making Tree felling Machine operation Chainsaw operation Non-commercial forest skills Chemical Tool maintenance

Table 10: VQA for Forestry



7 LIVESTOCK SECTOR

The livestock production sector includes small animal farming of chickens, eggs, pigs, goats and ducks, cattle farming and bee keeping.

Investment in this sector will yield economic benefits for both producers and local consumers; presently increases in imported processed farm goods, including chicken, eggs and meat have diminished the capacity and output of local producers. This could be reversed with renewed management and farmer skill development, there is a demand for local livestock end product, but availability has fallen in recent years. The demise of the Sola market place has exacerbated the opportunity for small scale producers to sell livestock product.

On larger farms, the lack of investment sometimes follows uncertainty over land-ownership, while in small households it has often been due to better cash opportunities in forestry products or kava planting and marketing.

Though cattle breeders are reluctant to make efforts and investments on their cattle farms, due to the depressed prices of meat in Vanuatu, four (4) areas of progress should be addressed:

- improvement of pastures
- better farming practices which will help farmers to make more money from their cattle
- improved cattle breeding practices
- identifying livestock opportunities

A need has been identified to concentrate on cattle breeding on Gaua and Vanualava, and to improve small animal farming on all islands of the province.

SKILLS IN DEMAND FOR LIVESTOCK

- Pasture and field management
- Animal husbandry and animal welfare
- Business development to increase the processing and marketing of livestock
- Managing bio-diversity within livestock breeds
- Understanding and developing new market opportunities including bee keeping and dairy
- Employability and Generic skills (refer Appendix 1)

WORKFORCE DRIVERS

- Climate change awareness
- Improved infrastructure to move produce to markets, in particular roads and shipping
- Strengthening industry leadership within the livestock production sector

Table 11: Livestock - Skills in Demand and Workforce Drivers

The following table identifies the area of skills required in the livestock sector and the number of participants that may require training or further training and development over the next four years.

Please Note: Torba Province is conducting a field day on cattle breeding in October and further training later in 2014. This training and the establishment of a Farmer's Cooperative within Torba Province will enable further analysis of training requirements.

TORBA LIVESTOCK SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Starting and managing a livestock project, including animal welfare	All livestock	Skills in starting and managing a project	30	35	40	45	150
Identifying the best pastures, legumes and animal feed preparations for increasing production of livestock	Cattle	Skills in identifying the best pastures, legumes and other animal feed preparation.	15	17	19	21	72
Breeding and reproduction (cattle, pig, poultry, duck and goat)	All livestock	Skills in breeding and reproduction (cattle, pig, poultry, duck and goat)	15	17	19	21	72
Animal husbandry and animal health	All livestock	Skills in animal husbandry and animal health	15	17	19	21	72
Livestock housing and construction including fencing	All livestock	Chicken house Pig sty Bee hives	10	10	10	10	40
Meat inspection and hygiene (slaughtering)	All livestock	Meat inspection and hygiene skills.	15	17	19	21	72
Livestock as a business	All livestock	Skills in livestock as a business (profit and loss)	6	6	6	6	24
Record keeping of farm animals	All livestock	Skills in record keeping of farm animals.	15	17	19	21	72

Table 12: Livestock – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the livestock sector:

SUBFIELD: Livestock			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Poultry hatchery 2. Poultry husbandry 3. Poultry management 	<ol style="list-style-type: none"> 1. Poultry hatchery 2. Poultry husbandry 3. Poultry management 4. Pig health and nutrition 5. Pig husbandry 6. Piggery management 7. Cattle/goat health and nutrition 8. Cattle/goat husbandry 9. Cattle/goat management 10. Cattle/goat handling 11. Bee health and nutrition 12. Bee operation 13. Bee management 	<ol style="list-style-type: none"> 1. Poultry husbandry 2. Poultry management 3. Pig health and nutrition 4. Pig husbandry 5. Piggery management 6. Cattle/goat health and nutrition 7. Cattle/goat husbandry 8. Cattle/goat management

Table 13: VQA for Livestock



8 FISHERIES AND AQUACULTURE SECTOR

The fisheries and aquaculture production sector includes all activities associated with farming of fish, including shellfish. Aquaculture is fresh water fish and prawn farming.

Another main cash income source for Torba farmers is aquaculture and marine resources. This market is limited primarily to local consumption by the immediate communities of Torba. Lack of processing facilities, including freezing capabilities will limit the commercial opportunity of this sector.

Extensive industry support will be required to expand the commercial opportunities beyond Torba Province, including infrastructure such as wharf rebuilding and processing facilities.

A need has been identified to improve fisheries and aquaculture production for the local community, three (3) areas of progress should be addressed:

- rural fishing, fish-handling and catching techniques through encouraging Torba Fishermen's Association and Cooperatives Members to participate in new and accredited training programs
- commence aquaculture fresh water farming of Tilapia
- commence fresh water prawn farming on all islands of Torba

SKILLS IN DEMAND FOR FISHERIES AND AQUACULTURE
<ul style="list-style-type: none"> • Improve fish handling techniques • Improve fish catching techniques • Business management skills • Establish programs to maintain and manage farming specifically : <ul style="list-style-type: none"> - aquaculture for Tilapia - fresh water prawn farming on all islands of Torba • Employability and Generic skills (refer Appendix 1)
WORKFORCE DRIVERS
<ul style="list-style-type: none"> • Climate change awareness • Improved infrastructure including a market place and seafood storage including freezer facilities • Industry support to move fisheries product to export market • Strengthening industry leadership within the fisheries and aquaculture production sector

Table 14: Fisheries and Aquaculture - Skills in Demand and Workforce Drivers

The following table identifies the area of skills required in the fisheries and aquaculture sector and the number of participants that may require training or further training and development over the next four years.

TORBA FISHERIES AND AQUACULTURE SECTORS							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Awareness Training	Fishing Cooperatives	Management and marketing skills	20	20	20	20	80
		Fisheries Management Act (FMA)	FMA Project				
Management and Leadership	FMA Project	Seaman safety skills	10	10	10	10	40
		Business management skill	20	20	20	20	80
		Asset management	15	15	15	15	60
		Boat, equipment, storage and refrigeration maintenance	10	10	10	10	40
		Fishing and fish handling skills	30	30	30	30	120
		Fish aggregating device (FAD) Construction and use	15	15	15	15	60
		Quality assurance skills	10	10	10	10	40
Breeding and Conservation Biodiversity	Coconut crab trochus and lobsters turtle endangered species	Breeding, conservation and management skills Farming skills	20	20	20	20	80
Aquaculture	Tilapia and prawn farming	Construction and maintenance of freshwater ponds	30	30	30	30	120

Table 15: Fisheries and Aquaculture – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the fisheries and aquaculture sector:

SUBFIELD: Fisheries and Aquaculture			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Safety, Laws and Regulations 2. Fishing skills 3. Gearing up 4. Maintenance 5. Operation 6. Aquaculture 7. Tilapia farming 8. Prawn farming 	<ol style="list-style-type: none"> 1. Safety 2. Fishing skills 3. Gearing up 4. Maintenance 5. Fishing operation 6. Food processing 7. Aquaculture skills 8. Aquaculture operations 	<ol style="list-style-type: none"> 1. Safety, Policy and Legislation 2. Gearing up 3. Fishing operation 4. Aquaculture skills 5. Aquaculture maintenance and operations support

Table 16: VQA for Fisheries and Aquaculture



9 TOURISM AND HOSPITALITY SECTOR

Tourism and hospitality includes all activities associated with recreational and business travel, both the internal domestic and international market. It covers a number of subsectors including:

- accommodation (including bungalows, guest houses, travel lodges and home stay)
- land, sea and air transport, including cruise ship visits
- tours and tour guiding
- delivery of hospitality services
- handicrafts - the handicraft sector requires renewed and sustained local market opportunities and on-going skill development (sewing, weaving, traditional cooking, fabric painting, floral art, wood carving), existing and new techniques should be more widely made available to women and people with disabilities in Torba Province, that will also enhance their reach to the tourist market
- cultural activities

New tourism market opportunities have potential for Torba Province. These include a small growth in soft adventure tourism, and the Vanuatu (domestic) business visitors including the government sector (government meetings / conferences / workshops) and increasing NGO presence in the region, all requiring tourism sector related services, including accommodation, hospitality and transport. There is a small but growing international tourism opportunity for Torba Province, in part assisted by the on-line booking service of the Sanma Tourist Information Centre.

There is a need to develop and strengthen skills to meet a demand for handicraft products within the tourism market and for the local community. This will encourage maintaining traditional skills and fostering cultural awareness.

A number of potential growth areas have been identified in tourism and hospitality, thirteen (13) areas of progress should be addressed:

- youth employment opportunities
- improved staff qualifications and standards of accommodation
- expansion of recreational and adventure sports at the northern tip of Ravenga Island which has a surf break onto the reef at high tide (accessed by boat). There are two island bungalows in the west: Nerr Bungalow and Twin Waterfall Bungalow
- potential increases in cruise ship visitors and land travellers seeking an island escape. (there are island bungalows concentrated around west Mota Lava and Rah)
- improved facilities and infrastructure for cruise ship operations
- training of land, sea transport, and airline workers at all airports in Torba, providing better services to visitors
- opportunities for tour operators are growing in Torba offering visitors quality tours and activities in the villages
- business development support and business management skills for small boat operators, bungalow owners and tour guides
- training in new business and entrepreneurial opportunities
- establishing and developing new markets and understanding changing tourism demographics, including adventure tourism
- training to improve awareness of visitors safety
- landscaping around accommodation
- establishing e-commerce and social media networking capacity and understanding

SKILLS IN DEMAND FOR TOURISM AND HOSPITALITY

- Hospitality skills, including customer service and front office
- Business management skills
- Supporting cultural traditions including dance (for example, snake dance on Rah and Motalava and water music on Gaua)
- Training in new business and entrepreneurial opportunities:
 - hair braiding
 - spa treatments
- Delivery of recognised qualifications in the areas of:
 - first aid
 - water safety
- Landscaping (refer to Section 10 – Construction and Property Services sectors)
- Employability and Generic skills (refer Appendix 1) with a specific emphasis on information technology and social media (eg Trip Advisor)

WORKFORCE DRIVERS

- Climate change awareness
 - Strengthen industry awareness
 - Impact of changes to cruise ship arrivals and proposed new cruise ship destinations including the Torres and Banks Islands
- Assessment of the Economic Impact of Cruise Ships to Vanuatu Report 2014**
- Infrastructure for example local transport and roads, wharf accessibility, water and electrical availability, and telecommunications
 - Requests for a component of the Port Vila Tourism Ambassadors program that focuses on improved transport services and improved local tourism knowledge

Table 17: Tourism and Hospitality - Skills in Demand and Workforce Drivers

The following table identifies the area of skills required in the tourism and hospitality sector and the number of participants that may require training or further training and development over the next four years.

TORBA TOURISM AND HOSPITALITY SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Tourism accommodation standards and hospitality	Hospitality	Customer services	20	22	24	26	92
		House keeping	8	10	12	14	44
		Front office	6	8	10	12	36
		Hospitality management	6	8	10	12	36
		Food and beverage	26	26	18	18	88
		Food safety and hygiene	26	26	18	18	88
Visitor and tours product, safety and service standards development	Product development	Product standards	26	20	15	15	76
		Waste management	26	20	15	15	76
		Tour operators	24	20	15	10	69
		Tour guiding	24	20	15	10	69
		First aid	24	20	15	10	69
		Water safety	18	16	14	12	60
		Tour packages	5	5	5	5	20
		Product pricing	3	3	3	3	12
		Basic computing skills and social media	6	8	10	12	36
		Marketing and sales skills	6	8	10	12	36

Table 18: Tourism and Hospitality – Training Requirements 2015 - 2018

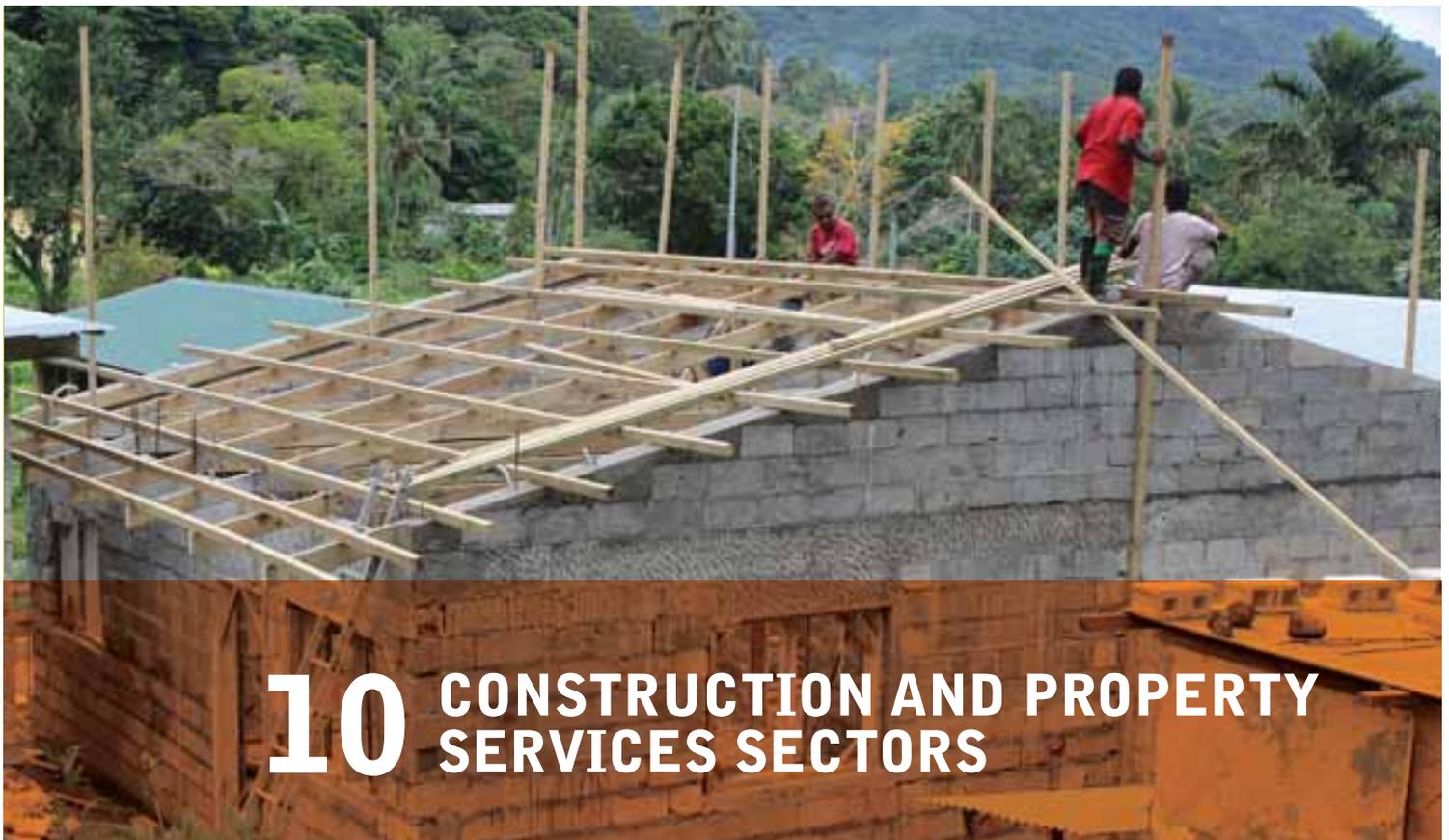
The following table identifies the VQA training package domains available for the tourism and hospitality sectors:

SUBFIELD: Tourism			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Working industry 2. Accommodation services 3. Customer service 	<ol style="list-style-type: none"> 1. Working industry 2. Client and customer service 3. Inventory 4. Customer service 5. Visitors information 6. Tour operations 7. Tourism sales and operations 8. Venue and facility operation 9. Holiday parks and resorts 10. Cultural services 	<ol style="list-style-type: none"> 1. Working industry 2. Inventory 3. Tour sales 4. Travel sales 5. Reservations 6. Tour guiding 7. Events

Table 19: VQA for Tourism

SUBFIELD: Hospitality			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Working industry 2. Kitchen operation 3. Catering and cooking 4. Food and beverages 	<ol style="list-style-type: none"> 1. Working industry 2. Inventory 3. Accommodation services 4. Visitors information 5. Restaurant services 6. Bar services 7. Sales 8. Laundry 9. Housekeeping 10. Food preparations 	<ol style="list-style-type: none"> 1. Working industry 2. Hospitality operations 3. Front office services 4. Laundry 5. Housekeeping 6. Restaurant 7. Bar 8. Kitchen operations 9. Food preparations 10. Catering operations 11. Patisserie

Table 20: VQA for Hospitality



10 CONSTRUCTION AND PROPERTY SERVICES SECTORS

This sector represents the workforce training and skills development needs of the construction and property services industries. It includes all aspects of commercial and civil construction.

The small size of the sector for Torba Province includes services related to welding and mechanics, with many workers in the sector being multi skilled and often working across a number of areas relating to construction and property services.

The sector is one of the larger casual employer groups in Vanuatu, and within Torba Province provides short term employment for a number of men and women from both the formal economy and informal economy. Together these workers and companies contribute greatly to the provinces fragile infrastructure and underpinning the provinces economic and social growth.

Opportunities exist for new businesses and for those with construction skills in the building sector including construction contractors, joiners, carpenters, plumbers, electricians, tile setters and painters. It should be noted that, women and people with a disability should be encouraged to participate in training and potential employment opportunities for this sector as the sector has identified that it has been a male dominated industry and is now recognising the need for change. The sector is committed to implementing accredited training to meet current skill shortages and the future demand for a skilled workforce.

There is a demand from a number of sectors, including construction, fisheries, maritime and agriculture for skilled mechanics and welders to maintain and repair machinery, equipment and infrastructure. An example includes skills required for the maintenance and repair of small engines. Many of these skills are required across different industry sectors.

Commercial opportunities exist in the province for skilled workers in construction and property services to meet the potential demand in growth of all industry sectors. This includes infrastructure projects such as hospitals, schools and improvements to tourist accommodation.

A number of potential growth areas have been identified in construction and property service sectors, including welding and mechanics, five (5) areas of progress should be addressed:

- improvements to existing and new civil infrastructure projects, including the Sola Wharf, a dedicated market place and maritime safety lighthouse
- maintenance and repairs to existing facilities and public sector structures, including the hospital and health stations, schools and government buildings
- skill recognition of existing workers with some skills via recognition of prior learning to allow assessment and awarding of a recognised accredited qualification
- improved career guidance for this sector to engage younger jobseekers into the construction industry
- industry support for scholarship and professional development opportunities both within Vanuatu and the Pacific region

SKILLS IN DEMAND FOR CONSTRUCTION AND PROPERTY SERVICES

- Project management
- Construction management
- Civil construction and works (road, bridge, etc)
- Concreting
- Carpentry and joinery
- Electrical
- Plumbing, solar, roofing and drainage
- Block work and rendering
- Plastering
- Painting
- Landscaping
- Welding
- Employability and Generic skills (refer Appendix 1)

WORKFORCE DRIVERS

- Provincial expectations on improved infrastructure
- Needs of the tourism sector - bungalow and accommodation construction and maintenance, including landscaping and gardening services
- Civil construction including hospitals, schools and public facilities
- Strengthening industry leadership within the livestock production sector

Table 21: Construction and Property Services - Skills in Demand and Workforce Drivers

The following table identifies the area of skills required in the construction and property service sectors and the number of participants that may require training or further training and development over the next four years.

TORBA CONSTRUCTION AND PROPERTY SERVICES SECTORS							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Construction Industry management	Project Management	Project management	5	3	2	2	12
		Construction management	10	12	14	16	52
Built Environment	Construction Civil Works	Concreting	5	10	15	20	50
		Carpentry and joinery	10	15	20	25	70
		Block work and rendering	5	6	7	8	26
		Tiling	3	4	5	6	18
		Plastering	4	6	8	10	28
		Painting	3	4	5	6	18
		Landscaping/gardening	5	7	9	11	32
	Power	Electrical	5	6	7	8	26
	Plumbing	Plumbing, solar, roofing and drainage	5	6	7	8	26
	Welding	Construction Welding	5	6	7	8	26

Table 22: Construction and Property Services – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the construction and property services sector:

SUBFIELD: Building Construction				
Certificate Level	One	Two	Three	Four
Domains	1. General Construction	1. General Construction 2. Steel Fixing 3. Concreting	1. Blocklaying 2. Carpentry 3. Concreting 4. Painting and Decorating 5. Solid Plastering 6. Steel Fixing 7. Wall and Ceiling lining 8. Wall and floor tiling 9. Formwork 10. Wall & Ceiling lining (Plaster-board) 11. Metal roofing and cladding	1. Building Construction

Table 23: VQA for Building Construction

SUBFIELD: Plumbing			
Certificate Level	One	Two	Three
Domains		1. Concreting 2. Drainage 3. Irrigation 4. Mechanical 5. Piping 6. Roofing	

Table 24: VQA for Plumbing

SUBFIELD: Joinery, Furniture and Cabinet Making			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> Design and Construct Rattan Cane Furniture Rattan Cane Furniture Making Rattan Cane Furniture Tools Furniture Making (Wood Machining) Flooring Technology Upholstery Soft Furnishings Picture Framing Interior Design & Decoration Mattress and Base Making Glass and Glazing Blinds and Awnings Furniture Finish Furniture Making 	<ol style="list-style-type: none"> Furniture Making Furniture Finish Blinds and Awnings Glass and Glazing Mattress and Base Making Interior Design & Decoration Picture Framing Soft Furnishings Upholstery Flooring Technology Coopering 	<ol style="list-style-type: none"> Furniture Making Furniture Finish Furniture Making (Cabinet Making) Furniture Making (Wood Machining) Joinery Blinds and Awnings Glass and Glazing Interior Design & Decoration Soft Furnishings Flooring Technology

Table 25: VQA for Joinery, Furniture and Cabinet Making

SUBFIELD: Electrical and Electronic Engineering			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> Electro Technology 	<ol style="list-style-type: none"> Renewable Energy Winding and Assembly Computer Assembly and Repair Electronic Assembly Electro Technology Business equipment servicing 	<ol style="list-style-type: none"> Business Equipment Computer Installation and Repairs Switch Gear and Control Gear Installation of Security Equipment Fire Installation Electronic Installation Renewable Energy

Table 26: VQA for Electrical and Electronic Engineering



11 TRANSPORT AND LOGISTICS SECTORS

The newly named transport and logistics sector includes maritime, which is the prime transport sub sector for Torba Province. The full sector includes road and air transport, including taxi services and public transport.

Training of seafarers is managed by the Vanuatu Maritime College in Luganville, Santo. They currently offer a range of internationally accredited training services to the Vanuatu shipping sector, including safety and maintenance for small boat operators.

Skill development for Torba Province in the transport & logistics sub-sector of maritime has a focus on small boat operators for community transport and tourism services, and for the fishing sector.

A number of potential growth areas have been identified in the transport and logistics sectors, including maritime, six (6) areas of progress should be addressed:

- achieving national government and industry growth objectives expected of provincial agencies, including improved road, air and sea services to remote communities
- addressing provincial infrastructure issues impacting on transport and logistics including roads, bridges, wharfs and airport facilities
- increasing reliability and safety
- improving mechanical awareness and repair capacity of operators
- skill development in the context of connecting the sector with growth areas such as tourism and the service sector
- taxi boats - safety and boat maintenance

SKILLS IN DEMAND FOR TRANSPORT AND LOGISTICS
<ul style="list-style-type: none"> • Accredited maritime and seafarers qualifications for local, regional and international employment opportunities • Safety and first aid • Small boat operations • Small boat repair and maintenance • Vehicle repair, safety and maintenance • Employability and Generic skills (refer Appendix 1)
WORKFORCE DRIVERS
<ul style="list-style-type: none"> • Needs to evaluate and upgrade transport and logistics infrastructure to allow provincial economic growth, including: <ul style="list-style-type: none"> - Wharf reconstruction - Lighthouse and sea / land navigation safety - Road and bridge restoration and civil works - Sola airport expansion and maintenance • Climate change awareness • Strengthening industry leadership within the transport and logistics sector

Table 27: Transport and Logistics - Skills in Demand and Workforce Drivers

The following table identifies the area of skills required in the transport and logistics sectors and the number of participants that may require training or further training and development over the next four years.

TORBA TRANSPORT AND LOGISTICS SECTORS							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Maritime	Small Boat Operations	Safety Certificate	15	10	10	10	45
		Small Boat Operations, including hull and engine maintenance	15	10	10	10	45
Transport	Vehicles	Vehicle and farm machinery, maintenance, servicing and repairs	15	15	10	10	50

Table 28: Transport and Logistics – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the transport and logistics sectors:

SUBFIELD: Mechanical Engineering			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Metal Production 2. Boating services 	<ol style="list-style-type: none"> 1. Metal Production 2. Boating services 3. Marine Services 4. Air Conditioning 	<ol style="list-style-type: none"> 1. Production system 2. Machine & Process Operation 3. Fabrication 4. Marine 5. Marine craft Construction 6. Boating Services 7. Refrigeration and air conditioning

Table 29: VQA for Mechanical Engineering

SUBFIELD: Automotive Engineering			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Servicing 2. Automotive Repairs 3. Automotive Sales 	<ol style="list-style-type: none"> 1. Administration Clerical 2. After Market Operation 3. Welding 4. Drive line 5. Exhaust fitting and Repair 6. Radiator Repair 7. Steering Suspension & Wheel Alignment 8. Heavy and light Tyre Fitting and Repair 9. Servicing 10. Vehicle Body Detailing and Glazing 11. Vehicle Body Dismantling 12. Vehicle Body Panel and Paint Preparation 13. Electrical Accessory Fittings 	<ol style="list-style-type: none"> 1. Automotive Administration 2. Electrical Technology 3. Electronic Systems 4. Brakes 5. Engines, Systems and Transmission 6. Fuel Systems 7. General Mechanical 8. Automotive Vehicle Body 9. Paint and Refinish

Table 30: VQA for Automotive Engineering



12 CROSS SECTOR

The core industry sector skills are normally the focus of skill development, but many of the skills needed are linked to multi-sector industry (and are generic skills) that are found in the domain of what is known as Cross Sector Skills, and a new key sub-sector of this domain, known as Employability Skills. Refer to Appendix 1

They are the primary responsibility of the provincial co-operatives and training providers to ensure skill development and training for business planning, starting a business, business management, book keeping, general management and computer skills. These skill sets are required for a number of existing Torba workers, and for those seeking entry level employment in the province. In addition the need to train industry specific trainers that meets the requirements of the province will be critical in meeting the skill demands and expectations of businesses and employers.

Industry support in strengthening cross sector skills is managed by the Office of the Registrar of Co-operatives and Business Development Services. The Torba Co-operatives office works closely with its provincial stakeholders and training providers, including the TVET Centre in building the skills needed by the province.

The new Torba TVET Centre will be a portal to training and skill support for all of the community, and will promote the implementation of VQA training package qualifications via a range of accredited training providers, and business development support programs to a range of sectors.

A number of potential growth areas have been identified in the cross sector skill domains, including employability skills, four (4) areas of progress should be addressed:

- community Governance and Leadership
- strengthening industry leadership through improved co-ordination and partnerships with stakeholders and sector associations
- development of the skills needed to manage and construct critical provincial projects, for example wharfs, schools and health facilities
- public Sector skill development of provincial civil and government agency officers and management

SKILLS IN DEMAND FOR CROSS SECTOR

- Leadership development – Future Leaders
- Financial management skills
- Information technology
- Using social media for business advantage
- Employability and Generic skills (refer Appendix 1)

WORKFORCE DRIVERS

- National and Provincial Government commitment to skill development and workforce planning
- Funding for training participation, in particular for women and people with a disability
- Climate change awareness

Table 31: Cross Sector - Skills in Demand and Workforce Drivers

The following table identifies the area of skills required in the cross sector and the number of participants that may require training or further training and development over the next four years.

TORBA CROSS SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Cooperative	All Sectors	Community governance and leadership	7	7	7	7	28
		Fraud awareness	7	7	7	7	28
	Consumer and Marketing	Financial management skills	10	12	14	16	52
		Marketing skills	10	12	14	16	52
		Business planning	10	12	14	16	52
	Savings and Loan	Financial management skills	5	7	9	11	32
		Business planning	5	7	9	11	32
	Producers	Marketing skills	25	15	10	10	60
		Value adding	25	15	10	10	60
	Fisheries	Sustainability	25	15	15	10	65
		Value adding	25	15	15	10	65
	Small Business	Retailers	Financial management skills	15	15	15	15
Business planning			15	15	15	15	60
Marketing skills			15	15	15	15	60
Handicraft Visual and performing arts		Traditional craft and weaving	7	7	7	7	28
		Textiles and Sewing	7	7	7	7	28
		Performing arts including custom dances and songs	10	10	10	10	40
Information technology		Basic computer skills including word processing, spreadsheets and business use of social media	40	40	40	40	160
Construction		Project management	5	3	2	2	12
		Construction management	10	12	14	16	52
Employability Skills Appendix 1	All sectors	Initiative	25	20	15	15	75
		Communication	25	20	15	15	75
		Teamwork	25	20	15	15	75
		Information Technology	25	20	15	15	75
		Problem Solving	25	20	15	15	75
		Self-Management	25	20	15	15	75
		Planning	25	20	15	15	75
		Learning	25	20	15	15	75
		GESI	25	20	15	15	75

Table 32: Cross Sector – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the cross sector:

SUBFIELD: Business			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Business administration services 2. Business culture and environment 3. Business relationship 4. Human resource management 5. People development and coordination 	<ol style="list-style-type: none"> 1. Business administration services 2. Business information management 3. Business information processing 4. Business culture and environment 5. Business relationship 6. Quality management 7. System and resource management 8. Small and micro business 	<ol style="list-style-type: none"> 1. Business administration services 2. Micro business operations 3. International trade/business 4. Business law 5. Business relationship 6. Human resource management 7. Project management 8. Quality management 9. Sales and marketing 10. Procurements

Table 33: VQA for Business

SUBFIELD: Finance			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Superannuation 2. Accounting 3. Credit administration 	<ol style="list-style-type: none"> 1. Accounting 2. Business culture and environment 3. Credit management 	<ol style="list-style-type: none"> 1. Business relationship 2. Banking 3. Financial services 4. General insurance 5. Insurance services 6. Life insurance 7. Insurance broking services 8. Financial services administration 9. Taxation 10. Superannuation 11. Personal injury 12. Accounting 13. Credit management 14. Personal trust administration 15. Mercantile services

Table 34: VQA for Finance

SUBFIELD: Computing			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Computer Operations 	<ol style="list-style-type: none"> 1. Computer Operations 2. Computer Management 3. Computer Support (Software/Hardware) 4. Security 5. Community support 	<ol style="list-style-type: none"> 1. Computer Operations 2. Computer Management 3. Computer support software/hardware 4. Data Base 5. Website 6. Programming 7. Network 8. Multimedia

Table 35: VQA for Finance

SUBFIELD: Communication Technology			
Certificate Level	One	Two	Three
Domains		<ol style="list-style-type: none"> 1. Cabling 2. Telecommunications Network engineering 3. Working industry 4. National Broadband 5. Network Construction: Cabling 6. National Broadband 7. Network Construction: Compliance 8. National Broadband 9. Network Construction: Occupational Health & Safety 10. Digital Reception Technology: Cabling 11. Digital Reception Technology: Radio-frequency networks 12. Digital Reception Technology: Compliance 13. Digital Reception Technology: Occupational Health & Safety 14. Fixed Wireless and rigging Installation: Cabling 15. Telecommunications Cabling: Cabling 16. Telecommunications Technology: Telecommunication Engineering Network 17. Telecommunications: Project Management 18. Telecommunications rigging Installations 19. Data and Voice Communication 20. Antenna Equipment 	<ol style="list-style-type: none"> 1. Broadband wireless networks 2. Telecommunications engineering network 3. Cabling 4. Telecommunications rigging installation 5. Work industry 6. Telecommunication: Education 7. Telecommunication: Work Industry 8. Telecommunication: Cabling 9. Telecommunications: Radio frequency networks 10. Telecommunication: Telecommunications engineering network 11. Telecommunications Cabling: Cabling 12. Telecommunications Cabling: Digital Reception Technology 13. Telecommunications rigging information 14. Broadband and Wireless Network 15. National Broadband Network construction: Cabling 16. Data and Voice Communication

Table 36: VQA for Communication Technology

APPENDIX 1 - EMPLOYABILITY AND GENERIC SKILLS

Generic skills are a set of recognised skills that are transferable within the workforce. In the past, 'hard skills', or discipline specific skills were considered more important than 'soft skills' now known as employability skills. Employers are seeking evidence of soft skills that are transferable to different jobs and different industries, rather than the technical or discipline specific skills.

Employers, stakeholders and training providers have indicated that existing workers and critically the next generation of workers need to establish and strengthen their core generic skills. Employability skills typically include the following theme areas:

SKILL	DEFINITION
<p>Initiative is the ability to assess and initiate things independently. Workers who can use their imagination and common sense to see an opportunity and act on it without direction have initiative.</p>	<p>Here are some ways to show initiative:</p> <ul style="list-style-type: none"> • adapting to new situations • developing a strategic long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
<p>Communication is the sharing or delivering of information or news. Effective communication is more important in some jobs than in others. Poor communication can cause safety issues in some workplaces.</p>	<p>Communication might be verbal or non-verbal and includes:</p> <ul style="list-style-type: none"> • speaking clearly and directly • writing to the needs of the audience • understanding the needs of internal and external customers • persuading effectively • establishing and using networks
<p>Teamwork is the combined actions of a group of people. Teamwork in the workplace means working together to achieve a goal or complete a task.</p>	<p>Good teamwork in the workplace may be demonstrated in the following ways:</p> <ul style="list-style-type: none"> • working with people of different ages, gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of a team • applying teamwork skills to a range of situations eg, crisis • identifying strengths of team members • coaching, mentoring, and giving feedback

SKILL	DEFINITION
<p>Information Technology is the use of IT knowledge to achieve practical outcomes.</p>	<p>In the workforce this might mean:</p> <ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the occupational health and safety knowledge to apply technology • having the appropriate physical capacity
<p>Problem solving is using your skills, knowledge and/or experience to formulate a solution to a problem.</p>	<p>In the workplace this might include:</p> <ul style="list-style-type: none"> • developing creative, innovative solutions • developing practical solutions • showing independence and initiative in identifying problems solving problems in teams • applying a range of strategies to problem solving • applying problem-solving strategies across a range of areas • resolving customer concerns in relation to complex project issues
<p>Self-management means being able to operate largely unsupervised to complete a job or tasks.</p>	<p>Evidence that you have good self-management skills might include:</p> <ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and vision • articulating own ideas and vision • taking responsibility
<p>Planning is deciding on or arranging for something in advance.</p>	<p>In the workplace, this might mean:</p> <ul style="list-style-type: none"> • managing time and priorities – setting timelines, coordinating tasks • being resourceful • taking initiative and making decisions • establishing clear project goals and deliverables • allocating people and resources to tasks • participating in continuous improvement and planning • developing a vision and a proactive plan to accompany it • understanding basic business systems
<p>Learning means gaining new skills and knowledge.</p>	<p>In the workplace, good learning skills can be:</p> <ul style="list-style-type: none"> • being able to manage your own learning • contributing to the learning community at the workplace • using a range of learning options – mentoring, peer support, networking • applying learning to technical issues and people issues • having enthusiasm for ongoing learning • being willing to learn in any setting, on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills
<p>GESI (Gender Equity and Social Inclusion)</p>	<ul style="list-style-type: none"> • supporting and working with employees with a disability • valuing and supporting women in the workplace and equal opportunity for all employees • access and equity for training opportunities for all workers • mentoring younger workers and entry level employees • valuing and respecting older workers • respect of cultural, social, religious values and political persuasion differences

Table 38: Employability and Generic Skills

The following table identifies the VQA training package domains available for employability skills / generic skills. For further details visit www.vqa.edu.vu.

SUBFIELD: Generic skills			
Certificate Level	One	Two	Three
Domains	<ol style="list-style-type: none"> 1. Operations 2. Communication 3. Co-operation 4. Development of behavioural practice 5. Social competence 6. Health and safety in the workplace 7. Occupational health and industrial hygiene 8. Occupational safety 9. Work environment 10. Ergonomics (OHS) 11. Company knowledge 12. Organisation at work 13. Technology 14. Working environment 	<ol style="list-style-type: none"> 1. Communication 2. Health and safety in the workplace 3. Occupational safety 4. Work environment 5. Ergonomics (OHS) 6. Quality assurance 7. Working environment 	<ol style="list-style-type: none"> 1. Co-operation 2. Training and up-skilling 3. Development of behavioural practice 4. Social competence 5. Time management and planning 6. Health and safety in the workplace 7. Work environment 8. Company knowledge 9. Organisation at work

Table 39: VQA for Generic Skills

APPENDIX 2 - TORBA PROVINCE ACKNOWLEDGEMENTS

The following key stakeholders and industry leaders have provided valuable input into the development of the Torba Province skill plan.

Provincial Training Board Members

- Mr Hopkins Dick (Chairman) Provincial Education Officer
- Mr Michael Silona (Vice Chairman) Provincial Planner
- Mr Kasen Alick (Forestry Officer)
- Mr John Antas (Agriculture Officer)
- Ms Olivet Dorony (Tourism Officer)
- Mr Arthur Kete (Manager) Fisher/Young RTC RTC Rep
- Mrs Anna Lenis (Women's Representative)
- Mr Clifton Lonsdale (Youth & Sports Officer)
- Mr Alain Marc (Livestock Officer)
- Mr Smith Pakoasongi (Cooperative Officer)
- Mr Jimmy Willie (Fisheries Officer)

In addition to the support from the Torba Provincial Training Board members, the development of the Torba Province Skills Plan acknowledges the inputs, advice and participation during the stakeholder engagement from Government officers and officials, and industry experts:

Torba Province:

Agriculture and Rural Development Division
Co-operatives and Rural Business Development Services
Provincial Forestry, Fisheries, and Livestock Officers
Department of Tourism
Torba TVET Centre

The Republic of Vanuatu:

Prime Minister's Office
Ministry of Agriculture, Livestock, Forestry, Fisheries & Bio-Security
Ministry of Education and Training
Ministry of Finance and Economic Development
Ministry of Infrastructure and Public Utilities
Ministry of Tourism, Trade, Commerce and Ni-Vanuatu Business

National Stakeholders:

Chamber of Commerce and Industry
National Statistics Office
Vanuatu Qualifications Authority
Vanuatu Rural Development and Training Centres Association



Ministry of Education
and Training

