



# PENAMA PROVINCE SKILLS PLAN

2015 - 2018

Skills for Economic Growth



Australian  
Aid 

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# ABBREVIATIONS

BDS	Business Development Services
FAD	Fish Aggregating Device
FMA	Fisheries Management Act
GESI	Gender Equity and Social Inclusion
MoALFFBS	Ministry of Agriculture, Livestock, Forestry, Fisheries and Bio-Security
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
VAC	Vanuatu Agriculture College
VCCI	Vanuatu Chamber of Commerce and Industry
VESSP	Vanuatu Education Sector Strategic Plan
VIT	Vanuatu Institute of Technology
VQA	Vanuatu Qualifications Authority

# FORWARD BY THE ACTING PENAMA SECRETARY GENERAL - MR MANUEL URE



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

It will be skill development that will assist us in improving and developing new infrastructure that will benefit all in the province. It will 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 training packages developed and endorsed by the Vanuatu Qualifications Authority, linked to competency standards and delivered by registered training providers.

This Skills Plan has been the effort of many provincial and national stakeholders, including members of the Provincial Training Board for Penama 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 Penama 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 Penama Province Skills Plan.

Thank You and God Bless,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Mr Manuel Ure

Acting Secretary General – Penama Province



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.

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 including 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.

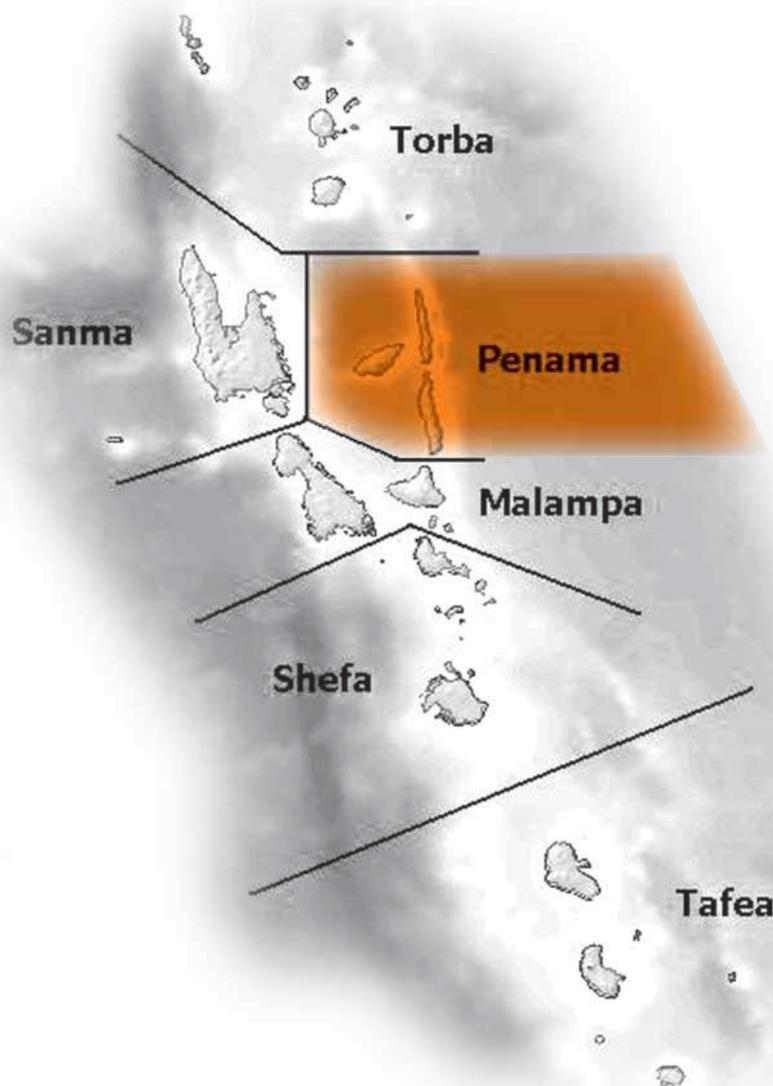
The national goals for provincial skill development and workforce planning are:

- 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 including agriculture, livestock, fisheries, forestry, tourism, construction and transport

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 in the skill plans are estimates and continued planning, survey, monitoring and evaluation will be required to annually validate training requirements and to resolve evolving productive sector objectives and skill needs of the province.

The training requirements have been determined in the context of the potential demand for skill development for each productive sector, and provide a useful projected annual guide for training providers and TVET stakeholders to plan and develop programs and training delivery. The training requirements are found in each productive sector chapter 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 training and 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, and more broadly with the support of other TVET, government, industry and training provider stakeholders.

Key to this focus is the implementation of the national 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 benefiting training recipients.

This Skills Plan has as its base the key objective of assisting the productive 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 productive sector leaders
- engaging disengaged and unemployed 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.

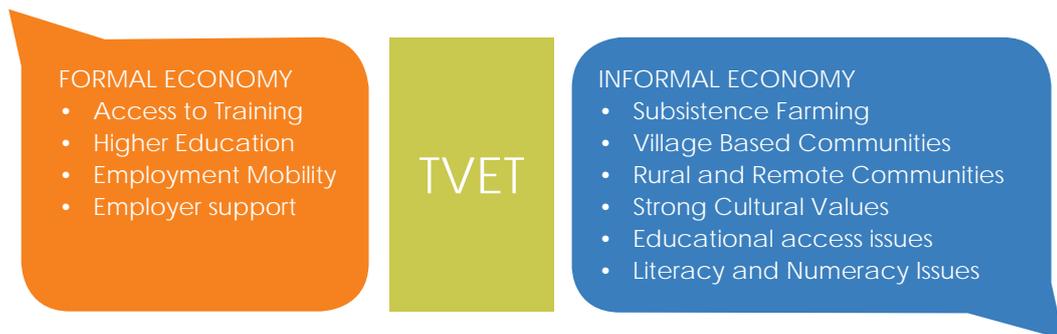


Figure 1: Formal Economy and Informal Economy

The informal economy accounts for a large percentage of each province’s population, with this primarily subsistence production group continuing to have limited access to employment and training opportunities.

A live / learn / earn program with a focus on employability skills, accredited training, work experience programs and mentored BDS (Business Development Services) will improve economic outcomes for trainees.

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

Future economic growth in the province will need to be supported by on-going skill and professional development for those already employed in the productive sectors and also for those seeking to enter and gain employment in the sectors.



# 3 PURPOSE

The Penama 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
- VQA training package domains

The information contained within the Skills Plan, with further analysis will be used to assist in the development of 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.

# WELCOME TO SARATAMATA

Sub-Division

## 4

## PENAMA PROVINCE

Penama is the northeastern province of Vanuatu with three major islands of Ambae, Maewo and Pentecost. The province has a population of 30,819 people (2009 census) and covers an area of 1,198 km<sup>2</sup>. The Penama Province capital is Saratamata on Ambae.

### PENAMA PROVINCE

Island	Population
Ambae	10407
Maewo	3569
Pentecost	16843

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

The economy of Penama Province is based on agriculture and is predominately subsistence farming however cash crops include copra, cacao and kava. Remitted income from family working in Santo and Port Vila are a critical contribution to the economy.

The main retail, commercial and government services including health and educational services are located on Ambae Island in or near the township area of Saratamata.

Ambae is physically characterised by the large active volcano of Manaro and the landscape lends itself to developing adventure tourism with a small but increasing number of tourists interested in trekking and access to tour guide services. The bulk of the provinces tourist activity is focused on Pentecost Island home to the Nagol

ritual to celebrate the yam harvest. Pentecost has established some tourism infrastructure but is seeking training support to expand visitor access to other natural and cultural attractions. All three islands, and particularly Maewo, are seeking on-going skill development to implement and manage small scale eco-tourism business opportunities.

Whilst agriculture and horticulture are the primary employment activities of the province and have potential for further economic growth, the following sectors also indicate potential for growth:

- increased livestock production of beef, pork, goat and poultry
- commercial fishing
- commercial tree plantations, including further development of white wood and sandalwood production
- eco-tourism, including accommodation, sport and recreational tourism including hiking, diving and tour support services
- strengthening creative and cultural business development opportunities including handicraft
- construction and building services
- cross sector, including retail, communications and business services

Future improved monitoring of the productive sectors against the government's provincial development plans including the Penama Corporate Plan 2015-2019 will assist in establishing provincial data collection useful for training and skill development planning.

The province's infrastructure needs substantial attention, in particular for remote communities where roads, bridges and tracks require maintenance to allow for agricultural, forestry and fisheries sector economic growth, and to allow improved access to educational and training opportunities.

A focus of the skills planning and delivery process in Penama Province over the next four years will target 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 in the coming years.

The following diagram shows the connection between the province's broader strategic planning objectives included in the Penama Corporate Plan 2015-2019, and what are the workforce drivers for the productive sectors (primarily in the agriculture sector) and the flow on effect to what are the key skill development priorities for the next four years.

**PENAMA SKILL DEVELOPMENT OBJECTIVES - PRODUCTIVE SECTORS 2015 – 2018**

- Making the Penama productive sectors of agriculture, livestock, forestry and fisheries and tourism 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

**PRODUCTIVE SECTORS WORKFORCE DEVELOPMENT DRIVERS**

<b>Developing Penama productive sector assets:</b>	<ul style="list-style-type: none"> <li>• Managing bio diversity</li> <li>• Connecting the informal productive sector with the formal economy</li> <li>• Developing new agri - business opportunities</li> <li>• Establishing agri -tourism</li> </ul>
<b>Managing Change</b>	<ul style="list-style-type: none"> <li>• Climate change</li> <li>• Ensuring opportunities for farm business management including supply and value chains</li> <li>• Linking the productive sectors to economic growth areas such as tourism and hospitality</li> </ul>
<b>Strengthening our workforce capabilities including</b>	<ul style="list-style-type: none"> <li>• Strong industry leadership and collaboration at business, provincial and national levels</li> <li>• An industry commitment to skills development</li> <li>• Establishing sustainable agriculture, forestry, livestock and fisheries industries</li> </ul>

**PENAMA - STRATEGIC SKILLS PRIORITIES - PRODUCTIVE SECTORS**

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

Table 2: Penama 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, kava, nuts, vanilla and spices.

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

Agriculture continues to be one of the key commercial activities for Penama Province, with kava, copra, cocoa being generators of income, as well as small scale livestock farming.

Kava production continues to be a primary income generating agricultural product for many Penama Province rural households and will continue to have economic growth potential into the future.

Penama Province and specifically Pentecost island, is considered to produce green and dried kava of the highest quality in Vanuatu. It is one of the province's key cash crops but the unregulated nature of the market has prompted the Penama Council and Ministry of Agriculture, Livestock, Forestry, Fisheries and Bio-Security (MoALFFBS) to intervene with strategies including training to improve and maintain quality and supply.

While the population of Penama Province is increasing every year, the production of root crops and vegetables is declining as is the case across all provinces. To compensate for this there has been an increase in the demand for imported food staples such as rice. Root and cash crops are mainly consumed by the growers, and any surplus is sold locally. The percentage on sold for further processing is low but represents a commercial opportunity for some farmers if supported with training and continued business mentoring.

Agri-business is promoted by the Vanuatu Chamber of Commerce and Industry (VCCI) to encourage sustainable commercial agriculture development. An agri-business training program is in the process of being accredited by the VQA for delivery in all provinces.

Penama Province has a number of small and ageing coconut plantations and coconut groves. There is a need to renew the stock of ageing coconut trees, and improve the quality of copra as a means to increase and strengthen the economic potential of this traditional agricultural activity. Copra is a key source of rural income for the province, but is vulnerable to shifts in world prices. Further investment and skill development in copra processing and drying will assist in achieving improvements in product quality and will maintain and potentially increase the province's copra selling price.

There continues to be a drive within Penama Province to:

- improve connections between the sectors, in particular agriculture to tourism. As part of the drive to grow agri-business and improve value and supply chains, there is the potential opportunity in providing quality vegetable, fruit and meat products to support the province's growing population
- strengthen and improve quality and selling price of beef, goat and poultry

New and emerging commercial opportunities exist to expand recent agricultural growth areas that are providing high returns and are proven economic success stories, and further support is needed to maximise economic opportunity, with a particular focus on:

- strengthening and further developing value adding opportunities, such as coconut oil production
- improving the quality and quantity of cocoa beans
- maintaining pepper and spice production
- expanding nut growing, collection and processing

The agriculture and horticulture sectors are a priority for Penama Province and the following eleven areas of progress should be addressed:

- implement new techniques and farming systems
- increase production of root crops and vegetables for sale locally to meet increasing population growth and potential tourism and hospitality growth
- renewed focus on cocoa production, including renewal of old stock and improving quality of cocoa beans to meet international quality standards
- assistance to strengthen the capacity of producers' cooperatives which provide advice and support to the sector
- improve the capacity of commercial processing for root crops
- provide access to agribusiness training programs
- strengthen and identify market opportunities, including upgrading market facilities, and establishing field days and agricultural fairs

- renewed processing knowledge to include value adding and conservation techniques
- increased skill development of agriculture machinery and equipment maintenance
- improved knowledge of soil fertility and bio-security
- identify new market opportunities and growth areas such as coconut oil production, spices and nuts

**SKILLS IN DEMAND FOR AGRICULTURE & HORTICULTURE**

- Understanding and managing bio-security and bio-diversity
- Knowledge to implement and manage supply and value chains
- Increased knowledge to implement new and improved crop varieties through propagation methods:
  - including lettuce, tomatoes, potatoes, carrots, cabbage, cucumbers, courgettes, aubergines, and other vegetables to meet the changing Ni-Vanuatu diet and tourist demands
  - coconut oil production
  - pepper varieties, post-harvest handling and processing
  - nuts (nangae, navel, natapoa) collection and processing with increased husbandry practices and processing skills
- New skills to maintain and improve soil fertility
- Increased knowledge on the processing and preservation of food
- Business development to strengthen marketing capabilities and identify new market opportunities
- New programs to establish, install, maintain and manage food crop processing equipment, specifically
  - to process starch out of root crops and plantains
  - nut collection and processing
  - coconut oil production
- Conduct programs that will equip farmers with new kava knowledge, including:
  - post-harvest handling, drying and processing
  - kava varieties
- Employability and Generic skills (refer Appendix 1)

**WORKFORCE DRIVERS**

- Linking agriculture and horticulture in Penama Province to new and emerging economic growth areas such as tourism and the service sector
- Improved infrastructure to:
  - encourage the commercial potential of the sector
  - increase access to market facilities
  - capacity to move produce to markets, in particular roads and shipping
- Strengthening industry leadership within the agricultural sector
- Industry research into crop and root crop production including kava
- Transitioning to coconut oil production
- Commercial opportunities including increasing regional and international market demand for new nut varieties and the need for industry and government support for nut farming infrastructure

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.

<b>PENAMA AGRICULTURE SECTOR</b>							
Priority economic activities	Sub-Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Agri-business education</b>	<b>All crops</b>	Best husbandry practice	50	45	35	35	165
		Post-harvest handling	50	45	35	35	165
		Grading	50	45	35	35	165
		Understanding market demands	50	45	35	35	165
		Packaging	50	45	35	35	165
		Product transformation	50	45	35	35	165
		Transporting	50	45	35	35	165
		Pricing	50	45	35	35	165
		Storage	50	45	35	35	165
<b>Financial management and budgeting</b>	<b>Commercial crops (kava, copra)</b>	Financial management and budgeting	35	35	20	20	110
<b>Farm Management</b>	<b>Commercial crops (kava, coconut)</b>	Farm management	50	45	35	35	165
<b>Setting up a nursery and plant propagation</b>	<b>Fruit Trees and citrus</b>	Nursery, grafting, planting and harvesting	25	25	25	25	100
<b>Setting up a nursery and plant propagation</b>	<b>Spices Vanilla Nuts</b>	Nursery, planting, harvesting, drying and processing	25	25	25	25	100
<b>Setting up a nursery and plant propagation</b>	<b>Cocoa</b>	Nursery, planting, harvesting, drying and processing	25	25	25	25	100

Table 4: Agriculture – Training Requirements 2015 - 2018

PENAMA HORTICULTURE SECTOR							
Priority economic activities	Sub-Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Home and community gardening</b>	<b>Mixed cropping and flora-culture</b>	Home gardening	50	45	35	35	165
		Small scale commercial gardening					
<b>Improved Farming System</b>	<b>Soil fertility enhancement</b>	Mulching and composting	50	45	35	35	165
		Agro forestry	50	45	35	35	165
		Alley cropping	50	45	35	35	165
		Slope farming	50	45	35	35	165
		Crop rotation	50	45	35	35	165
<b>Dry kava processing</b>	<b>Kava</b>	Kava processing and drying	15	10	10	10	45
<b>Food Security Bio-security</b>	<b>All crops</b>	Planting program skill Breeding skills Pest and diseases control Seed management	40	40	30	20	130
<b>Food Processing -Value Adding</b>	<b>All crops including nuts</b>	Harvesting, processing, packaging and marketing	40	40	30	20	130

Table 5: Horticulture – Training Requirements 2015 - 2018

The following tables identify the VQA training package domains available for the agriculture and horticulture sectors. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

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

Table 6: VQA for Agriculture

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

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.

Vanuatu has natural constraints that limit substantial increases of forestry products, even though some 40% of the country is forested, much of this is unsuitable for commercial forestry practices due to the quality of the timber and accessibility issues.

However, 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.

The commercial timber industry across Penama Province is relatively undeveloped, white wood and sandal wood being the main commercial timbers. Sawmilling infrastructure requires updating and on-going skill development of operators is needed for the sector to achieve economic growth. The establishment of mobile saw mills on the three islands is needed. In recent years local supply plantations have been established but development is hindered by inadequate marketing.

Penama Province depends mainly on natural forest stocks. There is a need for improved management of the natural forest stocks, and ten areas of environmental and industry development should be addressed:

- replant trees at a rate equal to the volume being harvested
- increase the awareness of communities and landowners of the challenges of a sustainable exploitation of the forest
- concentrate on forestry extension programs
- establish nurseries to improve forest product, include increasing the number of nurseries for whitewood, sandalwood, and other valuable species
- increase the production of community and government nurseries
- increase the number of trained portable sawmill operators
- improve the felling, maintenance and sawing techniques of saw-mill operators
- implement supply chain management
- improve market access and trade opportunities
- increase value adding options and facilities

Landowners are becoming increasingly interested in planting trees for the future, with a particular focus on the long term commercial viability of sandalwood.

There is commercial potential for value adding by improved milling processes, and end product development for example construction timber and local furniture manufacturing.

Additionally value adding may benefit the tourism sectors seeking locally designed and manufactured furniture, and for the government sector in the refurbishment of infrastructure including schools and health facilities.

#### SKILLS IN DEMAND FOR FORESTRY

- Business management
- Volumetric and numeracy skill development
- Nursery, planting, husbandry, grafting and propagation
- Establishment of woodlots
- Logging, felling and saw maintenance techniques
- Training for the establishment of large scale plantations
- Value added processing
- Employability and Generic skills (refer Appendix 1)

#### WORKFORCE DRIVERS

- Improved supply and value chains
- Demand from farmers for seedlings and the required support from forestry extension officers
- Climate change awareness
- Improved infrastructure to move forest product for shipping
- Community and landowner awareness of the challenges of non-sustainable exploitation of the forest
- Strengthening industry leadership within the forestry sector

Table 8: Forestry - Skills in Demand and Workforce Drivers

<sup>1</sup> VANWODS continues to fund forest wood business ventures, in particular for women to plant sandalwood in Penama 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.

PENAMA FORESTRY SECTOR							
Priority economic activities	Sub-Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Setting up a Nursery</b>	<b>Sandalwood</b>	Nursery establishment Planting and husbandry skills Seed management	35	30	25	15	105
	<b>Whitewood</b>		35	30	25	15	105
	<b>Mahogany</b>		35	30	25	15	105
	<b>Nangai</b>		35	30	25	15	105
	<b>Natapoa</b>		35	30	25	15	105
<b>Nursery Propagation</b>	<b>Fruit trees and Sandalwood</b>	Crafting skills Proper storage skills	35	30	25	15	105
<b>Wood Lot</b>	<b>Forest Plantation</b>	Management training Plantation restoration	30	20	15	15	80
<b>Logging practices</b>	<b>Sawmilling Small sawmill operators</b>	Management skills Equipment maintenance Tree felling skills Occupational health and safety	35	35	15	15	100
	<b>Timber Grading</b>	Grading	25	25	15	15	80
		Treating	25	25	15	15	80
		Stacking	20	20	10	10	60
		Pricing	15	10	8	8	41
		Marketing	15	10	8	8	41
<b>Value Adding</b>	<b>Furniture</b>	Wood work & joinery skills	20	20	15	15	70
		Further value adding	10	10	8	8	36

Table 9: Forestry – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the forestry sector. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

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

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.

New investment in the livestock sector for Penama Province will yield economic benefits for both producers and local consumers. Annual increases in imported processed farm goods, including chicken and meat products have diminished the output of local producers in recent years. This needs to be reversed with renewed livestock management and farmer skill development. Improved economic growth is possible with training support and business development assistance from government and cooperatives to small Penama Province farmers.

Improvement in the capacity of farmers and their communities to produce, process and sell livestock will have a positive effect on farmers' incomes, and will extend the supply chain to include butcheries, processing and transport services. Additionally it improves and increases the level of food security and safety in rural communities, and promotes the consumption of local livestock product whilst reducing imported products.

In Penama Province the cost of improved farming practices and farm investment is hindered by uncertainty over land-ownership, and for smaller households hindered by better cash opportunities in forestry products or kava planting hence reducing the attraction of livestock farming. Compared to other provinces, cattle farming is a small part of the sector, in part due to the geographical nature of the province, however small livestock farmers (pigs, goats and chickens) will benefit the most from training.

The production and processing of livestock for local consumption within Penama Province needs to be increased. Six areas of progress should be addressed:

- new farming practices to drive economic gain
- improvement of pastures
- improved livestock breeding practices
- improved piggery farm management techniques
- improved small animal farming based on growing demand for produce in the province
- identifying new livestock opportunities, such as goat breeding

Extension services for livestock management in the province provide technical advice, veterinary services, and quarantine regulations enforcement. With limited resources, the capacity of the few extension service officers in the province to follow up on livestock management is difficult.

Egg production in the province has improved slightly in recent years, in part from training support and advice from the cooperatives. With further training support there are opportunities for local farmers to lower their production costs and sell their eggs and increase profitability.

### SKILLS IN DEMAND FOR LIVESTOCK

- Business and farm management
- Pasture and field management
- Animal husbandry and animal welfare
- Breeding and feed formulations for pigs and chickens
- Managing bio-diversity within livestock breeds
- Employability and Generic skills (refer Appendix 1)

### WORKFORCE DRIVERS

- Establishing supply and value chains
- Climate change awareness
- Improved infrastructure to move produce to markets, in particular roads and shipping
- Improving supply and value chains
- 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.

PENAMA LIVESTOCK SECTOR							
Priority economic activities	Sub-Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Starting and managing a livestock project, including animal welfare</b>	<b>All livestock</b>	Skills in starting and managing a livestock project	35	35	25	25	120
<b>Identifying the best pastures, legumes and animal feed preparations for increasing production of livestock</b>	<b>All livestock</b>	Skills in identifying the best pastures, legumes and other animal feed preparation	25	15	15	10	65
<b>Breeding and reproduction (cattle, pig, poultry, duck and goat)</b>	<b>All livestock</b>	Skills in breeding and reproduction (cattle, pig, poultry, duck and goat)	25	15	15	10	65
<b>Animal husbandry and animal health</b>	<b>All livestock</b>	Skills in animal husbandry and animal health	25	15	15	10	65
<b>Livestock housing and construction including fencing</b>	<b>All livestock</b>	Chicken house Pig Sty Bee hives	15	15	10	10	50
<b>Meat inspection and hygiene (slaughtering)</b>	<b>All livestock</b>	Meat inspection, butchery and hygiene skills	25	15	15	10	65
<b>Livestock as a business</b>	<b>All livestock</b>	Skills in livestock as a business (profit and loss)	40	30	15	15	100
<b>Record keeping of farm animals</b>	<b>All livestock</b>	Skills in record keeping of farm animals	15	15	10	10	50

Table 12: Livestock – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the livestock sector. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

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

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.

Economic growth for this sector in Penama Province, like many of the provinces, continues to face a number of challenges. Lack of adequate storage facilities, inadequate access to markets and the high cost of credit and fuel have been identified as factors holding back growth of the sector. As a result, seafood exports from the province remain low and are stagnant with domestic demand increasingly met by imports, including canned fish.

The current supply of fish from the province's local fishermen is unable to satisfy provincial demand, and will not meet the growing population requirements of Penama Province's three islands.

The management of non-commercial coastal fisheries is a skill demand area needing support, as it offers potential for increases in rural incomes, nutrition and self-reliance. Training for provincial fishery wardens and fishermen is essential to establish sustainable management and conservation of resources and maintain the marine biodiversity, whilst building the capacity of the fishing community.

The Fisheries Department maintains policies to support groups of fishermen, rather than individuals, because groups (associations and co-operatives) have the potential to share resources and absorb the costs of ice making equipment, transport and collectively establish and strengthen supply chains. Until a reliable electricity supply for refrigeration is available within the main towns of Ambae and Pentecost, the capacity to process seafood, including non-existent freezing capabilities will limit the commercial opportunity of this sector.

To improve fisheries and aquaculture production for the local community, five areas of progress should be addressed:

- emphasis to be placed on fish-handling techniques, rather than catching techniques, with fish handling and processing proving to be the missing link in the supply chain
- dormant or new cooperatives to be encouraged through training to participate in accredited training programs including business management and conservation
- establishing new fishing associations
- protecting marine resources
- expansion of aquaculture including fresh water farming of tilapia and fresh water prawn farming which can provide an additional income source for farmers and villages

**SKILLS IN DEMAND FOR FISHERIES AND AQUACULTURE**

- Business management and development skills for fishing associations
- Establishing fish aggregating devices and platforms
- Management of protected fishing areas
- Improving fish handling techniques
- Establishing programs to expand, maintain and manage farming specifically:
  - aquaculture for tilapia
  - fresh water prawn farming
- Employability and Generic skills (refer Appendix 1)

**WORKFORCE DRIVERS**

- Climate change awareness
- Marine biodiversity and conservation
- Improved infrastructure including a market place and seafood storage including freezer facilities
- Industry support to move fisheries product to export market
- Developing supply chains
- 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.

PENAMA FISHERIES AND AQUACULTURE SECTOR							
Priority economic activities	Sub-Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Fisheries Management Act (FMA)</b>	<b>Fishing cooperatives</b> <b>FMA Project</b>	Management and marketing skills	50	40	30	30	150
		Understanding the FMA					
<b>Management and Leadership</b> <b>Understanding supply and value chains</b>	<b>FMA Project</b>	Seaman safety skills	25	25	25	25	100
		Business management skill	20	20	10	10	60
		Asset management	25	20	10	10	65
		Boat, equipment, storage and refrigeration maintenance	25	25	25	25	100
		Fishing and fish handling skills	25	20	10	10	65
		Fish aggregating device (FAD) construction and use	25	20	10	10	65
		Quality assurance skills	20	15	5	5	45
<b>Breeding Conservation Biodiversity</b>	<b>crabs</b> <b>lobsters</b> <b>turtle</b> <b>endangered species</b>	Breeding, conservation and management skills Farming skills	55	45	30	20	150
<b>Aquaculture</b>	<b>Tilapia and prawn farming</b>	Construction and maintenance of freshwater ponds	55	45	30	20	150

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. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

SUBFIELD: Fisheries and Aquaculture			
Certificate Level	One	Two	Three
<b>Domains</b>	<ol style="list-style-type: none"> <li>Safety, Laws and Regulations</li> <li>Fishing skills</li> <li>Gearing up</li> <li>Maintenance</li> <li>Operation</li> <li>Aquaculture</li> <li>Tilapia farming</li> <li>Prawn farming</li> </ol>	<ol style="list-style-type: none"> <li>Safety</li> <li>Fishing skills</li> <li>Gearing up</li> <li>Maintenance</li> <li>Fishing operation</li> <li>Food processing</li> <li>Aquaculture skills</li> <li>Aquaculture operations</li> </ol>	<ol style="list-style-type: none"> <li>Safety, Policy and Legislation</li> <li>Gearing up</li> <li>Fishing operation</li> <li>Aquaculture skills</li> <li>Aquaculture maintenance and operations support</li> </ol>

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 , cultural activities and events

Penama Province has a small but growing tourism sector that with government and business support has the potential for further economic growth. Visitors are attracted by cultural experiences including the land diving of Pentecost island, and the lush vegetation and volcano craters that lend themselves to trekking and a growing soft adventure tourism opportunity of the islands of Ambae and Maewo.

The commercial opportunity for continued growth in tourism for Penama Province requires investment in further skill development of the sector's workers and business operators. Issues concerning accommodation and service standards for the growing soft adventure market, current inadequate marketing campaigns, and lack of community awareness relating to tourism as an economic driver could be overcome with further skill and business development of tourism personnel.

There is a need to develop and strengthen skills to meet a demand for handcraft products. This will also encourage maintaining traditional skills and fostering cultural awareness. The handcraft and cultural tourism sector requires renewed and sustained on-going skill development in areas that include sewing, weaving, traditional cooking, fabric painting, floral art, pottery and wood carving. All these handcraft domains have the potential to generate economic growth, and are often value adding to agricultural produce. New products and techniques should be developed that will enhance the sector's reach to the fledgling Penama Province tourist market, and importantly be on-sold to handcraft retailers in Port Vila.

A number of potential growth areas have been identified in tourism and hospitality for Penama Province. Eleven areas of progress should be addressed:

- understanding new and emerging tourism requirements and demographics, including soft adventure travel and backpacking
- training in understanding new business and entrepreneurial opportunities in the tourism and hospitality sectors
- improved standards of accommodation in both bungalows and guest houses
- improved facilities and infrastructure to enable an increase in tourist numbers
- develop targeted Penama Province tourism publicity and promotional strategies
- training of land, sea transport, and airline arrival staff including airports on Pentecost, Ambae and Maewo islands, to provide better arrival services for visitors
- expanded business development support and business management skills for small boat operators, and tour guides including training to improve awareness of visitors' safety
- establishing e-commerce and social media networking capacity and understanding
- provision of improved food quality at markets, for the local community, tourists and the small but growing hospitality sector
- reviewing the potential connection with Vanuatu cruise ship arrivals
- youth employment opportunities and programs in the tourism sector

**SKILLS IN DEMAND FOR TOURISM AND HOSPITALITY**

- Core skill development including customer service, food and beverage and food safety
- Business management skills
- Improve levels of literacy and numeracy
- Supporting cultural traditions and handicrafts including, textiles, weaving, carving, pottery, cultural events and dance
- Training in new business and entrepreneurial opportunities, including tour guiding and intrepid trekking
- Delivery of recognised qualifications in the areas of:
  - first aid
  - water safety
 Employability and Generic skills (refer Appendix 1) with a specific emphasis on information technology and social media

**WORKFORCE DRIVERS**

- Infrastructure for example local transport and roads, wharf accessibility, water, power, and telecommunications
- Expectations on providers of transport services and improved local tourism knowledge by service providers
- Growth of booking services providing improved access to accommodation and tour services
- Proposed island airport upgrading and rebuilding
- Meeting the demand for handicraft product market growth, in particular the sale of handicrafts in the markets of Port Vila

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.

<b>PENAMA TOURISM AND HOSPITALITY SECTOR</b>							
Priority economic activities	Sub-Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Tourism accommodation standards and hospitality</b>	<b>Hospitality</b>	Customer services	25	25	20	20	90
		House keeping	10	10	10	10	40
		Front office	8	8	8	8	32
		Hospitality management	8	8	8	8	32
		Food and beverage	20	30	30	20	100
		Food safety and hygiene	20	30	30	20	100
<b>Visitor and tours product, safety and service standards development</b>	<b>Product development</b>	Product standards	15	10	10	10	45
		Waste management	40	25	25	40	130
		Tour operators	15	10	10	10	45
		Tour guiding	15	10	10	10	45
		First aid	25	25	20	20	90
		Water safety	25	25	20	20	90
		Tour packages	5	5	3	3	16
		Product pricing	5	5	3	3	16
		Basic computing skills including use of social travel media	25	25	20	20	90
		Marketing and sales skills	15	15	5	5	40

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

The following tables identify the VQA training package domains available for the tourism and hospitality sectors. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

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

Table 19: VQA for Tourism

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

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.

New scheduled projects for Penama Province include new and refurbished civil infrastructure including public sector buildings. School and health care building upgrades, and tourism related construction will drive a need for skilled workers and create new employment opportunities in the next few years. Rural dwellers continue to build their own houses with available village resources and little outsourced input.

The sector is one of the larger casual employer groups in Vanuatu, and within Penama Province provides short term employment for a number of men and women from both the formal and informal sectors. Together these workers and small companies contribute greatly to improving and maintaining the province's fragile infrastructure that is essential for economic and social growth.

The current construction and property services sector in Penama Province is predominantly small scale building construction and civil infrastructure projects such as the new market place in Saratamata which required skilled technical support and construction workers from Santo and Port Vila.

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. Businesses working in construction and property services are committed to implementing accredited training to meet current skill shortages and the future demand for a skilled provincial workforce.

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

- maintenance and repairs to existing facilities and public sector structures, including the hospital and health stations, schools and government buildings, on Ambae, Pentecost and Maewo Islands
- skill recognition of existing workers via recognition of prior learning to allow assessment and awarding of a recognised accredited qualification
- improved school and post education industry 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
- qualified and skilled welders

**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 government strategic plan and vision
- Population growth
- Community and business expectations on improved infrastructure
- Needs of the tourism sector including bungalow and accommodation construction and maintenance
- Civil construction including hospitals, schools and public facilities
- Strengthening industry leadership within the 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.

<b>PENAMA CONSTRUCTION AND PROPERTY SERVICES SECTORS</b>							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Construction Industry management</b>	<b>Project Management</b>	Project management	5	5	3	3	16
		Construction management	8	8	5	5	26
<b>Built Environment</b>	<b>Construction Civil works</b>	Concreting	10	10	5	5	30
		Carpentry and joinery	20	15	10	10	55
		Block work and rendering	8	5	4	3	20
		Tiling	8	5	4	3	20
		Plastering	8	5	4	3	20
		Painting	8	5	4	3	20
		Landscaping / gardening	7	7	3	3	20
	<b>Power</b>	Electrical	10	10	5	5	30
	<b>Plumbing</b>	Plumbing, solar, roofing and drainage	10	10	5	5	30
	<b>Welding</b>	Construction welding	7	7	3	3	20

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. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

SUBFIELD: Building Construction				
Certificate Level	One	Two	Three	Four
<b>Domains</b>	1. General Construction	1. General Construction 2. Steel Fixing 3. Concreting	1. Block laying 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
<b>Domains</b>		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
<b>Domains</b>	<ol style="list-style-type: none"> <li>1. Design and Construct Rattan Cane Furniture</li> <li>2. Rattan Cane Furniture Making</li> <li>3. Rattan Cane Furniture Tools</li> <li>4. Furniture Making (Wood Machining)</li> <li>5. Flooring Technology</li> <li>6. Upholstery</li> <li>7. Soft Furnishings</li> <li>8. Picture Framing</li> <li>9. Interior Design &amp; Decoration</li> <li>10. Mattress and Base Making</li> <li>11. Glass and Glazing</li> <li>12. Blinds and Awnings</li> <li>13. Furniture Finish</li> <li>14. Furniture Making</li> </ol>	<ol style="list-style-type: none"> <li>1. Furniture Making</li> <li>2. Furniture Finish</li> <li>3. Blinds and Awnings</li> <li>4. Glass and Glazing</li> <li>5. Mattress and Base Making</li> <li>6. Interior Design &amp; Decoration</li> <li>7. Picture Framing</li> <li>8. Soft Furnishings</li> <li>9. Upholstery</li> <li>10. Flooring Technology</li> <li>11. Coopering</li> </ol>	<ol style="list-style-type: none"> <li>1. Furniture Making</li> <li>2. Furniture Finish</li> <li>3. Furniture Making (Cabinet Making)</li> <li>4. Furniture Making (Wood Machining)</li> <li>5. Joinery</li> <li>6. Blinds and Awnings</li> <li>7. Glass and Glazing</li> <li>8. Interior Design &amp; Decoration</li> <li>9. Soft Furnishings</li> <li>10. Flooring Technology</li> </ol>

Table 25: VQA for Joinery, Furniture and Cabinet Making

SUBFIELD: Electrical and Electronic Engineering			
Certificate Level	One	Two	Three
<b>Domains</b>	<ol style="list-style-type: none"> <li>1. Electro Technology</li> </ol>	<ol style="list-style-type: none"> <li>1. Renewable Energy</li> <li>2. Winding and Assembly</li> <li>3. Computer Assembly and Repair</li> <li>4. Electronic Assembly</li> <li>5. Electro Technology</li> <li>6. Business equipment servicing</li> </ol>	<ol style="list-style-type: none"> <li>1. Business Equipment</li> <li>2. Computer Installation and Repairs</li> <li>3. Switch Gear and Control Gear</li> <li>4. Installation of Security Equipment</li> <li>5. Fire Installation</li> <li>6. Electronic Installation</li> <li>7. Renewable Energy</li> </ol>

Table 26: VQA for Electrical and Electronic Engineering



# 11 TRANSPORT AND LOGISTICS SECTORS

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

Training of seafarers and general maritime skill development for Penama Province 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 Penama Province in the transport and logistics sub-sector of maritime also needs to focus on small boat operators who provide community transport and tourism services, and for the fishing sector.

There is a demand for skilled mechanics, in particular the upgrading of skills in the maintenance and repair of small engines, and farming vehicles.

A number of potential growth areas have been identified in the transport and logistics sectors, including maritime, and seven 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 vehicle and boat 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, focussing on safety and boat maintenance
- a growing demand for skilled mechanics, including upgrading of existing skills in the maintenance and repair of engines for vehicles and boats

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

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.

PENAMA TRANSPORT AND LOGISTICS SECTORS							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
<b>Maritime</b>	<b>Small Boat Operations</b>	Safety Certificate	30	20	15	10	75
		Small boat operations, including hull and engine maintenance	25	15	10	5	55
<b>Transport</b>	<b>Vehicles</b>	Vehicle and farm machinery, maintenance, servicing and repairs	15	10	10	5	40

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. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

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

Table 29: VQA for Mechanical Engineering

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

Table 30: VQA for Automotive Engineering



The core productive 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 Penama 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.

Constantly changing economic and business conditions are seeing employers expecting cross-sector skills in workers, including behavioral competencies such as teamwork, time management, communication and management skills, as well as basic technical skills and emerging multidisciplinary skills. Current training delivery has been slow to adapt and still focuses on specific technical or functional skills rather than a multidisciplinary approach that includes cross sector skill development. Enhancing these skill-sets across all sectors is a priority.

Industry support in strengthening cross sector skills is managed by the Office of the Registrar of Co-operatives and Business Development Services. The Penama Co-operatives Office works closely with its provincial stakeholders and training providers.

The coordination of implementing training that supports the cross sector skills will be the responsibility of all of the province's educational and training stakeholders. The training delivery of VQA training package qualifications will be managed by registered training providers who currently service Penama Province.

A number of potential growth areas have been identified in the co-operative and cross sector skill domains, including employability skills, and eight areas of progress should be addressed:

- community governance and leadership
- strengthening industry leadership through improved co-ordination and partnerships with stakeholders and sector associations
- public sector skill development of provincial civil and government agency officers and management
- encouraging and supporting traditional cultural and creative arts and linkages to other sectors including tourism and manufacturing
- encouraging entrepreneurial skills supported by business planning skills for those who want to start a business
- business management support for those who already run a business
- book keeping and accounting skills including commercial IT accounting software use, for example MYOB and Quicken basic computer training, including social media for business
- training for trainers including implementing VQA accredited training qualifications to increase the number of industry specific trainers within Penama Province

#### SKILLS IN DEMAND FOR CROSS SECTOR

- Leadership development – Future Leaders
- Financial management skills
- Information technology
- Using social media for business advantage
- Encouraging entrepreneurship supported by business planning skills
- Creative arts and cultural heritage
- Train the trainer programs
- Employability and Generic skills (refer Appendix 1)

#### WORKFORCE DRIVERS

- National and Provincial Government commitment to skill development and workforce planning
- Implementation of Penama Province’s strategic plans objectives
- 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 training of trainers with industry expertise will be a critical area of training in the next four years, as limited availability of recognised and qualified trainers is a significant factor impacting on the roll-out of training provision across the province.

Port Vila based trainers who are attached to the major training providers have limited opportunity to deliver in the provinces, they are often only available when off duty from their regular class based training delivery. There is a need for these registered institutions to affiliate with industry and train new trainers for the provision of training on the job and at the workplace in the province to meet the demands of the productive sectors.

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.

PENAMA CROSS SECTOR							
Priority economic activities	Sub- Sectors	Priority skills need	2015	2016	2017	2018	Total
Cooperative	All Sectors	Community governance and leadership	15	15	5	5	40
		Fraud awareness	15	10	5	5	35
	Consumer and Marketing	Financial management skills	25	20	10	5	60
		Marketing skills	15	10	5	5	35
		Business planning	15	10	5	5	35
	Savings and Loan	Financial management skills	10	5	3	3	21
		Business planning	10	5	3	3	21
	Producers	Marketing skills	15	10	5	5	35
		Value adding	10	5	5	5	25
	Fisheries	Sustainability	15	5	5	5	30
		Value adding	15	5	5	5	30
	Small Business	Retailers	Financial management skills	10	5	5	5
Business planning			10	5	5	5	25
Marketing skills			10	5	5	5	25
Handicraft		Traditional craft and weaving	10	10	5	5	30
		Textiles and sewing	10	10	5	5	30
		Performing arts including custom dances and songs	10	10	5	5	30
Information technology		Basic computer skills including word processing, spreadsheets and business use of social media	40	25	20	15	100
Construction		Project management	5	5	5	5	20
		Construction management	5	5	5	5	20
Employability Skills Appendix 1	All sectors	Initiative	35	25	20	15	95
		Communication	35	25	20	15	95
		Teamwork	35	25	20	15	95
		Information Technology	35	25	20	15	95
		Problem Solving	35	25	20	15	95
		Self-Management	35	25	20	15	95
		Planning	35	25	20	15	95
		Learning	35	25	20	15	95
		GESI	35	25	20	15	95

Table 32: Cross Sector – Training Requirements 2015 - 2018

The following table identifies the VQA training package domains available for the cross sector. For further details visit [www.vqa.edu.vu](http://www.vqa.edu.vu).

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

Table 33: VQA for Business

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

Table 34: VQA for Finance

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

Table 35: VQA for Computing

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

Table 36: VQA for Communication Technology

SUBFIELD: Creative Arts				
Subfield	Performing Arts	Visual Arts and Crafts	Graphic Design Studies	Communication and Media Studies
<b>Domains</b>	<ol style="list-style-type: none"> <li>1. Music</li> <li>2. Drama and Theatre Studies</li> <li>3. Dance</li> <li>4. Vanuatu Performing Arts/Custom Dances / Songs</li> </ol>	<ol style="list-style-type: none"> <li>1. Fine Arts (including Vanuatu's fine Arts)</li> <li>2. Photography</li> <li>3. Crafts (including Vanuatu's crafts)</li> <li>4. Poetry</li> <li>5. Jewelry Making</li> <li>6. Floristry</li> </ol>	<ol style="list-style-type: none"> <li>1. Graphic Arts and Design Studies</li> <li>2. Textile Design</li> <li>3. Fashion Design</li> <li>4. Weaving</li> </ol>	<ol style="list-style-type: none"> <li>1. Audio Visual Studies</li> <li>2. Journalism, Communication and Media Studies</li> <li>3. Written Communication</li> <li>4. Verbal Communication</li> </ol>

Table 37: VQA for Creative Arts

# 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"> <li>• adapting to new situations</li> <li>• developing a strategic long-term vision</li> <li>• being creative</li> <li>• identifying opportunities not obvious to others</li> <li>• translating ideas into action</li> <li>• generating a range of options</li> <li>• initiating innovative solutions</li> </ul>
<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"> <li>• speaking clearly and directly</li> <li>• writing to the needs of the audience</li> <li>• understanding the needs of internal and external customers</li> <li>• persuading effectively</li> <li>• establishing and using networks</li> </ul>
<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"> <li>• working with people of different ages, gender, race, religion or political persuasion</li> <li>• working as an individual and as a member of a team</li> <li>• knowing how to define a role as part of a team</li> <li>• applying teamwork skills to a range of situations eg, crisis</li> <li>• identifying strengths of team members</li> <li>• coaching, mentoring, and giving feedback</li> </ul>

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

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](http://www.vqa.edu.vu).

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

Table 39: VQA for Generic Skills

# APPENDIX 2 - PENAMA PROVINCE ACKNOWLEDGEMENTS

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

## Penama Provincial Training Board (PPTB) Members

- Ms Helen Vusi PGTB Chairlady - Provincial Education Officer  
Education Department
- Mr Godfrey Dareuhi Provincial Planner - Penama Provincial Gov  
& Vice Chair PGTB
- Mr Lesley Mera Tourism Officer  
Department of Tourism
- Mr Malcom Tambe Department of Fisheries
- Mr Sam Naiu Department of Agriculture
- Ms Roslyn Garae Vanuatu National Council of Women
- Mr Christopher Kamali Department of Youth and Sport
- Mr Arnold Antoine Department of Cooperatives

In addition to the contribution of the members of the Penama Provincial Training Board the Penama Province Skills Plan reflects the inputs, advice and participation from government officers, officials, industry leaders and experts from both the public and private sectors.

## Penama Province:

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

## The Republic of Vanuatu:

Prime Minister's Office  
Ministry of Agriculture, Livestock, Forestry, Fisheries and 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

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Ministry of Education  
and Training

