

Contents

	PAGE
1.0 Background Introduction	
1.1 Implications for the HRD Plan	4
1.2 New Education Policy statements	6
1.3 Scholarships & Education Act	6
1.4 Function of the Commission in relation to Scholarships	7
1.5 Annual Selection Criteria	7
1.6 Previous TSCU Tracer Study	9
1.7 Findings and conclusions of the 1999 Tracer Study Report	10
2.0 Terms of reference	
2.1 Purpose & Scope	10
2.2 Objectives	11
3.0 Proposed Approach & Methodology	
3.1 Methodology	12
3.2 Approach	13
3.3 Design & Development of the Tracer Study	14
3.4 Validation of Current Data	14
4.0 Student Record System (SRS) update	
4.1 Initial Findings and Issues to Note	14
4.2 The SRS system Update	15
4.3 The SRS system Data	16
4.4 Review of Data	18
4.5 Test Samples	18
4.6 Types of Data Missing	18
4.7 Processing that is deficient	19
4.8 Types of Data in SRS system	19
4.9 Quality of SRS data	20
5.0 Calculation of AER and RER	20
6.0 The Tracer Study	21
6.1 TSCU Role & Employment	22
6.2 The Tracer Study Sample	23
6.3 Limitations & Constraints	24
7.0 Tracer Study Statistics	
7.1 Gender	24
7.2 Level of Courses undertaken	25

7.3 Higher Level Study	26
7.4 Selection of those employed	26
7.5 Changes & Extensions	26
7.6 Completion Rates	26
7.7 Location	27
7.8 Employment Status	28
7.9 Relevance of Employment to qualification	28
7.10 Salary level/ job satisfaction	28
7.11 Employment Mobility	29
7.12 Finding Employment	29
8.0 Data Gaps	33
8.1 Data not available	33
8.2 Terminations	34
8.3 Validation of Current Data	37
9.0 Discussion & Analysis	37
9.1 The role of the NEC	38
9.2 The National Human Resource Development Plan	48
9.3 The Vanuatu Education Sector Strategy Action Plan	50
9.4 The PAA and VESSAP	51
10.0 Conclusions & Recommendations	55
10.1 Summary of Critical Emerging Statistics	55
10.2 Summary of Critical Emerging Issues	55
10.3 Conclusion	56
10.4 Recommendations	60
Annex A	Comments on 1999 recommendations
Annex B	Survey
Annex C	Priority Areas in SRS
Annex D	Countries of Award Chart
Annex E	Institutions Attended Chart
Annex F	Database Employed Graduates Surveyed
Annex G	Tracer Study Graphs & Charts SRS
Annex H	Employer Data Summary
Annex I	Survey Perceptions
Annex J	Outcomes of Discussion - Stakeholders

VANUATU TRAINING AND SCHOLARSHIPS COORDINATION UNIT
TRACER STUDY AND STATISTICS VALIDATION

INTRODUCTION

1.0 Background

Given significant resources put into the scholarships program the effectiveness of this investment in terms of meeting the national training and employment needs should be able to be regularly assessed and reviewed. The Vanuatu Education Sector Strategy (V ESS), the Prioritized Action Agenda (PAA) and the Education for All Platform (EFA) are of particular relevance as they inform policy in relation to scholarships by way of identifying what training is targeted and hence the eventual placement of Human Resources.

Concerns about good and up to date recording and reports on difficulty of awardees finding relevant employment have been raised and an ongoing concern. Therefore a tracer study becomes relevant and imperative.

The tracer study should result in the establishment of a reliable and comprehensive database on the award of post secondary scholarship awardees since the year 2000 and even as far back as 1990. Recommendations to keep the completion and employment status up to date to be made subsequent to this study.

1.1 Implications of the tracer study for the National HRD Plan

Alignment between the draft HRD Plan and scholarship schemes will be necessary and has been identified in the Vanuatu Education Sector Strategy Action Plan (V ESSAP) as a priority. The National HDR plan according to V ESSAP has the following purpose.

A National HRD Plan

- collates and analyses data and perspectives on the nation's skill needs,
- identifies the priorities for skill development, and
- recommends cost-effective delivery options.

It involves thinking about what skills people need for a sustainable and satisfying life, for employment and promotion and for setting up a business.

It also involves thinking about what skills the productive sectors need, what skills are needed for economic and social development.

The vision is to have a strategic National HRD (NHRD) Plan that:-

- focus on jobs and on careers for all ni-Vanuatu
- must be a rolling document, regularly updated, with inputs from various Government agencies such as Vanuatu Statistics Office, Education, PSC, Labour, VIPA, Trade, REDI plans, and the private sector including industry associations.
- links with the industries as essential in order to determine the needs in the various sectors.
- The plan must be developed and owned as a whole of Government document with input from all stakeholders and must take into account impact on training, curriculum, and scholarships.¹

The tracer study ought to point to successes and failures of the past in terms of priorities that were set in the past, at the same time point to gaps in training, and of strengths in training that have been evident in positions and achievements gained.

Identified in the Vanuatu Education Sector Strategy Action Plan (VESSAP) is also a plan to establish a career counseling centre with the following role.

- Set up Unit for career counseling
- Services to collect on specific profession Career Paths/ pamphlets
- Counseling of students
- Distribution of pamphlets.
- Visitation to Schools
- Creating Websites

This has not to date been funded.

Outlined also in the VESSAP is the need for a feasibility study on pro-poor Scholarships. Defined as a Scholarship program to assist talented Senior Secondary Students.

1.2 New Education Policy Statements

¹ Vanuatu Education Sector Strategy Action Plan

The new Education policy 2009-2012 issued by the new Minister of Education in June 2009 specifically addresses scholarships “ Increase in scholarships, we will allow every eligible youth to further their University studies nationally, regionally and internationally”² In this policy statement was also expressed the need to increase PHD level studies in particular for French speaking students.

Also mentioned was the need to develop clear criteria for pro-poor scholarships to provide secondary level scholarships for transport and school fees to those in isolated and disaster areas.

1.3 Scholarships and the Education Act

The Education Act of 2001 has specific provisions for the role of the National Education Commission (NEC) and the NEC has a specific function in relation to Examinations, Scholarships and Curriculum. Its role is to develop policies to support the Scholarship program and set criteria for award of Government Scholarships with a fair, transparent and merit based system.

The composition of the NEC is specified in the Act as follows:-

- The Commission has 11 members
- At Least 4 members must have qualifications and/or expertise in curriculum development
- At least 2 members must have qualifications and/or expertise in examination practices and policy.
- At least 2 members must have qualifications and/or expertise in scholarships practices and policy.
- The 3 other members of the Commission must be representatives of the non-government sector.
- The Commission is to have an equitable and balanced gender representation.
- The Commission in undertaking its functions under sections 48, 49 and 50 must consult as widely as is practicable with communities, organisations and individuals.

TSCU current operations have been guided by internal procedures approved by the Commission as guidelines which involve screening candidates, short listing and selection there appears to be little in the way of wide consultation with relevant other stakeholders at this stage. In addition the NEC does not have its own secretariat but functions from an office within the Vanuatu National Training Council (VNTC) premises.

² Published in The Independent issue 285 20-26 June 09 MOE Policy Statements of 2009 , MOE

1.4 Functions of the Commission in relation to scholarships

- The Commission’s primary function in relation to scholarships is to develop and implement policies that support the scholarships program.
- The scholarships program provides scholarships for post secondary education and training in order to develop appropriately qualified and skilled Ni-Vanuatu to further the development of Vanuatu.
- The scholarships program is to be administered by the training and scholarships coordination unit or such other body within the Department as is specified by the Director-General (“the scholarships unit”).
- The Commission also has the following functions in relation to scholarships:
 - (a) to undertake the fair, transparent and merit based selection of candidates for the award of scholarships;
 - (b) to determine annually the criteria, and the terms and conditions, for the award of scholarships by the Government;
 - (c) to determine the priority of scholarships for funding by the Government;
 - (d) to provide advice and guidance to the scholarships unit in its administration of the scholarships program;
 - (e) to assist the scholarships unit in seeking additional funding for scholarships;
 - (f) to determine appeals relating to the award or termination of scholarships;
 - (g) to prepare for the Director-General an annual report and any other reports required by the Director-General relating to scholarships;
 - (h) when requested by the Minister or the Director-General, to provide information or advice to him or her on any matter affecting scholarships.³

1.5 Annual Selection Criteria

The Annual Selection Criteria specifies three main pools with the following indicative allocations where there are sufficient applicants of merit in each pool:-

- Students 80%
- Public Sector 15%
- Private Sector 5%

The priority fields of study criteria currently set for Scholarship selection has not been changed apparently since 1997 or at the time of the last tracer study in 1999. Whilst there is a mechanism to change it without specific information on which to justify a change none has

³ Education Act 2001

occurred. It may also be the case that the priority fields are of such a broad and encompassing nature that most student choices are accommodated within these criteria and hence there has been no imperative to change it. The selection criteria issued by the NEC for 2009 states “ Applications for other fields of study will also be considered where there is a demonstrated employment need or the application is of the highest academic ability , Scholarships will also be awarded to applications wishing to study in other or more specialized fields of study”⁴

The tracer study should highlight deficiencies in training areas. If there are deficiencies and other issues of concern in regards to levels of study undertaken and appropriateness of training future attention can address this.

It therefore becomes critical that the data validation and a current snapshot to assess the effect of these processes and programs on the types of students and choices selected are obtained. There may be serious manpower shortages in some key fields and some oversupply of specialized training in other areas for which the NEC is unaware.

Now that the VEMIS project has mapped and allowed a good statistical analysis of school data it is imperative that Scholarship data records are also accurate and easily accessible to assist with overall education policy and planning as well as to determine the past effect of policies and any re-alignment necessary in the light of past achievements and failures of policy.

The current status of the Vanuatu Ministry of Education (MOE) Training Scholarships and Coordination Unit (TSCU) data base and statistical information is a concern for users in particular for policy makers from both government and the Ministry itself.

The SRS data base implemented some ten years ago has lapsed into partial use due to an out dated and slow computer system, an inability to access appropriate data from it rapidly and time pressures to move students through a selection process to meet tight deadlines.

The Vanuatu Education system (VEMIS) is a positive step in strengthening the information flow across the board however the absence of quality data and a reliable data base on Scholarship awardees and their pathways and future employment data greatly inhibit the ability to design future strategic directions in terms of Human Resource Development needs. The lack of a comprehensive set of data on scholarship awardees, their rates of completion, types of courses undertaken and awards granted seriously compromises the ability of the Ministry of Education to set priorities for implementation of a National Human Resource Development Plan. The latest data set was a snap shot some ten years ago. From the records available it would appear

⁴ Annual Selection Criteria (For scholarships for overseas post-secondary study in 2010)

that since then some 1,124 students have undertaken study on Scholarships but their eventual placement in appropriate employment or status otherwise is largely unquantified.

1.6 Previous TSCU tracer study issues and recommendations

In 1999 a Tracer Study was undertaken which set up the Scholarships Records System (SRS) database and recorded some 1,184 scholarship holders going back to 1989.

In 1999 statistics determined were as follows:-

Table 1.

	to Jan 1999
Awardees	1,184
Successful completions	990
Terminations	167
Withdrawn	27
Male	858
Female	326
Certificate/ Diploma level	604
Undergraduate Degree Level	456
Graduated in late 1998	95 excluded from employment ratios
Employed	861 47% of these in the Public Service and 721 in jobs relevant to their training 210 work in Education sector
Unemployed	38
Studying	25
Overseas	47
Deceased	11
Employment status unknown	83

This study determined that at the time of data collection an AER or Absolute Employment Rate defined as the number in paid employment as a proportion of all past awardees and the RER or Relative Employment Rate ie the proportion of those available for work who are utilized in paid employment. This excludes those known to be studying, overseas or deceased. Assumptions were made as to those whose work status was unable to be determined that would have slightly underestimated the AER and RER as they were assumed not to be working.

In 1999 the RER was 88% and the AER was 82% for those completing their award.

It is necessary now to update and calculate the RER and AER at this point in time some ten years later.

1.7 Findings and conclusions of 1999 Tracer Study Report

Attached at Annex A are the recommendations from the 1999 Tracer Study and comments on the relevance, implementation or otherwise of the recommendations made. It is also considered necessary to test some of the assumptions made at that time and to consider if still relevant.

2.0 Terms of Reference

2.1 Purpose & Scope

The purpose of the Tracer study is to trace a high percentage of past and present scholarship awardees to find out their employment status to provide data on:-

- Numbers of people trained
- Nature of training
- Success in awards
- Employment on return

Data to provide a basis for administration, planning, reporting and analysing the effectiveness and efficiency of the scholarships that are being awarded.

Statistics from the Tracer Study on employment rates of awardees, whether employed or unemployed, studying, deceased or status unknown will be determined. The information gained should boost the development of the Human Resource Development Plan of the country. Also determined will be the returnees in the labour force and those available for work.⁵

The purpose therefore is to assist the Ministry of Education with accurate information in the implementation of an effective Human Resource Development Plan. To update and validate data on Scholarship awardees with a view to having reliable information to enable assessment of the overseas scholarship training program and its effectiveness in meeting training and employment needs in Vanuatu.

In addition to answer the concerns regarding the perception that returned awardees have found difficulty in finding employment.

In order to achieve this purpose the study has been divided into two stages.

⁵ VESSAP ACTIVITY - TRACER STUDY Terms of Reference

The stage one is to update the SRS database and validate records for scholarship holders from 2000 onwards or 1990 where possible including scholarship holders not administered by the TSCU and including those who have been unsuccessful or who were terminated.

The stage two is to stratify a sample of awardees 800+ identified from the existing records to survey.

The final output is to analyse the results of the survey and update the SRS system.

2.2 Objectives

The Objectives are to :-

- Update and validate the SRS database
- Collect data to provide core information on the success rates of scholarship awardees
- Collect data to provide core information on employment rates
- Set up procedures within the TSCU to ensure data on success rates and first employment is routinely captured in future
- Survey a sample to collect data on appropriateness of training provided or on difficulties experienced by returnees
- Use the data to make recommendations to improve the effective employment of returnees on completion of studies including recommendations on employment focused linkages and the recognition of the utilization of returned awardees in HRD plans.

The overview of this assignment is to assist the Ministry to provide:-

- Validated data to underpin the Human Resource Development Plan
- A list of validated indicators and a snap shot of Employment
- Comments and analysis on the indicators produced in order to confirm or infirm the strategic options
- Increased capacity of the TCSU to utilize the SRS and analyze data in the field.

The TSCU appears to be driven by the following:

- Processing of applications
- Interview and selection of students
- Need to place students in institutions by certain deadlines
- Student desires as to course choices
- Donor funding for specific courses
- Donor preferences for gender and locations
- Annual Selection Criteria

Whilst an ideal would be to focus on employment and resource needs in reality the staffing levels do not permit this and the separate career unit to support this function has not to date been funded.

It would appear that the same was the case ten years ago and in the intervening period despite the establishment of the NEC and NEAC not much has changed in a review of the functions of the unit itself.

3.0 Proposed Approach and Methodology

3.1 Methodology

To determine what data currently exists and the extent of detail needed to be updated it was decided to first query how the SRS database had been used and then to gather additional data used to record scholarship holders.

Initially what was carried out was

- An interview with TCSU staff and coordinator
- An investigation of the SRS data base
- Research through the spreadsheet data
- Interviews with donor agencies

After looking through the SRS at the Scholarships Office it was determined that the speed of the program was such as to make it almost unusable and in fact it seems that it has not been used as intended for quite some time.

We therefore copied the data from the Finance Department backup files and installed it on a stand alone computer with a back up system. It was then possible to check the records quickly and determine what has been entered and what is needed to update the records.

Data Control and Summary: Requires that we analyze the completeness of current data and Identify erroneous data by:-

- Review data entry to SRS and spreadsheets
- Test sample against source records
- Note types of data that appear to be missing
- Note areas of processing of data that are deficient
- Note errors and omissions
- Extrapolate errors to assess reliability of data
- Check control mechanisms and procedures

- Check who has access to TSCU information

Tabulation: - Draft appropriate tables and graphs

- Identify appropriate tabulation framework
- Draft relevant tabulation of data.

Awardees With Available Data: - Assess current employment status

- Calculate indicators that data is available for.

Awardees without Available Data: - Note and identify gaps

- Identify where data is not available or is incomplete and assess effect on assessment/ results of survey.

Terminated Scholarship Holders

- Assess where data available and where likely to be inaccurate.

To date the results of the review and update of data provides a list of those students on spreadsheet records from 2003 to 2006 who do not appear in the database, these have subsequently been updated. It may be that some of these were terminated and therefore deleted from the database. 2007, 2008 and 2009 scholarship holders were not entered into the database and so all had to be updated.

3.2 Approach

From discussion and interview ascertain the usefulness of the SRS database, the intended purpose for which it is used from existing policy documentation and information and determine the suitability for purpose of the SRS system and why it has fallen into disuse. It might be useful to also compare to other regional and international data compilation systems of recording and reporting. In identifying relationships with other data systems such as the PINEAPPLES, OPAD, FMIS and the frame work of EMIS changes could be made to enhance its effectiveness as a source of historical and current data.

Current Data Base System (1999 SRS and 2003 to 2009 spreadsheets) - Assessment of the reliability of current data

After interview with the relevant staff of the TSCU the donor agencies and MOE staff it was determined that a lot of independent spreadsheets exist but with no quantifiable data over a period of time. The SRS system had not been used for many years. Spreadsheet

summations of data have been used to provide year by year data and statistics on terminations but only for the hundred or so students for each year and no reliable summations of data on scholarships were in existence.

3.3 Design & Development of Tracer Study

The tracer study has been designed after review of the previous tracer study, questionnaire and 1999 recommendations.⁶

The major issue being the logistical procedures to enable contact to be established with as many returned scholarship holders as possible and to survey all sources of scholarship whether directly or indirectly through TSCU.

The survey itself Annex B has been reformatted from the 1999 version with some additions and some deletions. It was decided to retain many of the original questions as they are still relevant and to retain the consistency with the findings from 1999. The order and emphasis on questions has been changed but the detail required still to fit with the current database fields.

3.4 Validation of current data

In the process of conducting the Tracer Study a validity check was undertaken to ensure that all entries agree with external data received. This was done by reference to spreadsheet data, phone call, email query and interview.

4.0 Student Record Systems (SRS) update

4.1 Initial Findings & Issues to note from initial research

The SRS Data Base System was established at the time of the previous tracer study to document and record all scholarship holders and their status at that point in time.

When the SRS was set up it was designed to serve several different purposes namely:-

- Track applicants through a series of steps of short listing to meet prerequisites
- Record awardees and their progress through the award
- Record Employment Data on returned awardees
- Provide statistical data for each year and allow for a variety of reports as to what awards had been completed, withdrawn or terminated.
- Provide a data bank of qualified personnel

⁶ See 1999 recommendations and 2009 comments on recommendations

It would seem though that the SRS system has fallen into disuse because the timeframes for awarding of scholarships does not match with the ability to process this information through the system.

After awards are finalized then some of the data entry screens become redundant as applicants are not moved through the short listing process in the system.

Despite this it is considered appropriate to maintain and update the SRS database so as to add to and not lose the historical information it already contains.

The Scholarship Unit has a difficult task in its deliberations with basic guidelines and little to inform decision making. It is hampered by a lack of staff and outdated computer equipment and storage facilities. As a result of these issues the following issues have been highlighted at this initial stage as needing attention.

- Data is incomplete and not compiled into comprehensive report formats across more than one year
- The ability to print useful reports is unavailable due to uncertainty of status of data from 2003 onwards in the SRS system
- Spreadsheet data is not comprehensive and complete
- Graduate lists are circulated routinely but comprehensive results of student achievement and data are not shared with stakeholder or employment agencies
- Data entry dates and tracking of information is largely unknown, inefficient and incomplete i.e. there must be a field for date entered to system completed
- Processes for collection of a specific data set are not in place
- There is no follow up on non return of data
- Hard Copy files are not well organized nor are files documented well
- Key policy objectives and indicators are therefore not focused on because of inability to overview the broader picture
- Analysis and monitoring of success and failure appears limited to a year by year basis and simple analysis of completion and terminations for that year. Analysis by different criteria is limited.
- Data in the SRS system is not routinely used in the selection process and it is uncertain whether or not records for example of past rejection of applications are used to screen current applications
- It is uncertain whether an Annual Report as required by the Education Act from the NEC to the DG is being formally prepared each year.

4.2 The SRS System update

In updating the SRS database the study team obtained spreadsheet data from the TSCU and checked each recorded awardee against the SRS database. Where they were not evident as being entered these were entered whether or not they had during the course of the award been terminated or withdrawn.

Up until 2003 records were entered but some without terminations. From 2004 to 2009 a great deal of data was missing and had to be entered.

Therefore the current SRS data figures now represent a complete picture updated from the records of the TCSU and surveys of some 2706 records representing some 2495 individual students.

In the past where a person has been allocated more than one Scholarship either a new record has been created or the details have been included on the person's history in the same record. The database does not accommodate well the awarding of more than one scholarship except to have to re-enter the details again on a second list. It was decided that it was better to have fewer duplicate records and so enter on to the same record each person's full history. There are however some 211 that have had multiple awards and 167 that have more than one ID number in the database.

The 2706 records therefore represent some 2,495 students. Of the records obtained from the TSCU spreadsheets some 187 new records were located in the tracer study. These represent students that have not gone through the TSCU, were self sponsored or privately sponsored.

4.3 THE SRS SYSTEM DATA

The SRS system to date in November 2009 contains data on the following awardees from 1999

Table 3

Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL
Male	81	58	45	64	51	64	59	64	70	66	52	674
Female	45	31	37	41	34	40	40	39	35	54	55	450
TOTAL	126	86	82	105	85	104	99	103	105	120	107	1124

An additional 187 students were located in the study in addition to these some from prior to 1999 and some subsequently. Mostly these represented students sponsored by the Government through Revans University, self sponsored students, teachers and privately sponsored students through other schemes.

The 1999 statistics determined with the comparative data for the subsequent 10 year period is as follows:-

Table 4

	to Jan 1999	TOTALS Jan 1999 to Jan 2009	New Intake 2009
Awardees	1,184	1018	106
Successful completions	990	594 (225 still on award)	N/A
Terminations	167	199	0
Withdrawn	27		0
Male	858	622	52
Female	326	396	54
Certificate/ Diploma level	604		3
Undergraduate Degree Level	456		100
Post Graduate			3
Graduated in late 1998 & New intake 2009	95 excluded from employment ratios		106 excluded from employment ratios
Employed	861 47% of these in the Public Service and 721 in jobs relevant to their training 210 work in Education sector	759 employed	15 from employed positions
Unemployed	38	16 unemployed in formal education 7 unemployed	92 students
Studying	25	4	
On award		225	106
Overseas	47	1	80 overseas 26 in Vanuatu
Deceased	11	6	N/A
Employment status unknown	83		N/A

4.4 Revue of data entry

The control of data entry and consistency and accuracy of recording is a major issue. In the absence of formally documented procedures to ensure complete information is captured there will only ever be scratchy and incomplete data.

4.5 Test Samples

The test of data in the SRS system indicated that there were source documents for persons who did not exist in the data and conversely persons for whom no files were easily located. This is a management issue to follow up on recommendations as to how this could be better organized, and a matter for policy to be implemented to ensure quality data is maintained.

4.6 Types of data that appear to be missing are in order of Priority.

COMPLETION STATUS SUCCESS OR FAILURE

CONTACT DETAILS

EMPLOYMENT STATUS

SPECIFIC INSTITUTION & COURSE DETAIL

NOTES ON INDIVIDUAL PROGRESS ASSISTANCE GIVEN AND DIFFICULTIES EXPERIENCED – IE REASONS FOR TERMINATIONS /WITHDRAWAL/DEFERRAL

SPONSOR DETAILS

It was found that some scholarships have been awarded and were not recorded in the SRS or the TSCU spreadsheets- these appear to be short courses and other technical courses in the main or those privately sponsored or sponsored by French agencies or JICA.

Awardees must be held accountable for providing final certifications and transcripts to the TSCU. Where this is proving difficult it should be a condition of receipt of final release of a deposit /payment.

In part the information is incomplete as it is changing information. Where students do not have fixed addresses but reside with relatives and have not yet gained permanent employment this data would be of little relevance at the time a person returns from their award. It is therefore not really considered a major issue however there is no reason currently for students to maintain contact with the TSCU except for the benefit of the TSCU in obtaining data for future planning and policy. If this is of paramount importance then the TSCU must devise some systematic methodologies to retain contact and make it mutually beneficial.

4.7 Processing that is deficient

Despite this the spreadsheet records of the TSCU have proven more reliable and generally accurate the issue here is though that they are in isolation so that a record on any one person for a particular year only contains information for those years on a particular award and not a complete history or prior awards

In addition the discontinued use of the SRS system implies that applicants that were previously screened and rejected can theoretically apply and no history of this is evident therefore duplicating the work of the selection committee and losing the acquired and shared knowledge gained in previous years.

4.8 Types of Data in the SRS system

The SRS was always intended to capture data on students on long term degree, higher degree and diploma programs. It was never the intention to capture certificate and lower level courses. However having said this there is data in the SRS system on awardees who have a various time been allocated assistance at secondary level, pre university courses and technical courses. In the main however most of those listed are at tertiary level. Also there is not always data captured on those undertaking self sponsored, government sponsored or privately sponsored courses such as those undertaken through Revans University.

The tracer study canvassed all levels of education and noted those that also undertook certificate, technical and short courses. This information is also useful from a Human Resource Development perspective. Unelco were very helpful in providing details of technical and certificate courses undertaken by their staff. We did not however have much assistance with many of the other bigger service providers such as Telecom, USP, Wilco, BRED Bank, APTC and even the Statistics office among others. This may be that they do not employ any Scholarship holders or that they simply did not wish to participate and have this information in the public domain. It may also be that they employ a greater number of ex awardees who have not completed their studies, were terminated or withdrawn.

It was the intention at the time of the 1999 Tracer study to set up a separate system to monitor other post secondary and tertiary training overseas. To some extent this is done on spreadsheet and other data is collected but not in a systematic and contiguous method. I.e. there is no boundary sharing of data from one year to the next so that data tends to drop off after a period of time. It seems too that there is no comprehensive data on teacher graduates compiled with data on years of experience in the field.

Although obtaining the Teacher Posting Lists it proved impossible to trace and adequately match records from this list to the SRS or TSCU spreadsheets. In main this was because of names used, changes due to married names and lack or a Date of Birth to uniquely identify

individuals. This is an area still in need of assessment and adequate updating from the records of the VITE, Teaching Service Commission and VTU.

4.9 Quantity of Data in the SRS System

At the beginning of the 1999 tracer study some 795 records between 1989 and 1998 existed with some 294 added and updated and 95 being added in 1999 giving a total of 1,184.

At the beginning of the 2009 tracer study data had been entered for 2000 to 2003 but subsequent to this data was either not entered or incomplete. The total data now entered covers the six years from 2003 to 2009. The data from 1999 to 2009 is some 1,124 records added to the original 1,184 making a total of 2,308. An additional 187 were located in the tracer study that had not been previously recorded bringing the total individual students on record now at 2,495. This averages at about 124 students per year for the last 20 years.

5.0 Calculation of Absolute Employment Rate (AER) and Relative Employment Rate (RER)

The Relative Employment Ratio was calculated as: 101% (in 1999 88%)

The Absolute Employment Ratio was calculated as: 97% (in 1999 82%)

Table 5

AER	In Paid Employment some assumptions needed to be made that all past graduates are still employed. The tracer study seemed to support this as only 7 were found to be unemployed	1749	RER	Available for work excluding those still on award, terminations and incomplete and those known to be unemployed	1764
	All past Awardees excluding those still on award and those terminated or incomplete	1798		Utilized in work	1749
		97%			101%
	Prior ten years	82%			88%

In reality these figures have been quiet difficult to calculate on the known information as they by necessity must include the prior ten year data and the employment status of all awardees across 20 years is not known. What is known is the definite terminations and withdrawals and those still on award and some currently not employed and some deceased. The figures have therefore been calculated on this basis.

The absolute employment rate of 97% does not seem unrealistic given the unprecedented economic development of the past five years and the fact that we only located seven graduates that were currently unemployed. In addition the Relative employment rate of 101% indicated that there are slightly more qualified persons seeking employment than the number that have been identified in employment. This is also realistic as there are about 7 in the survey qualified and currently unemployed the calculation indicates 15. These may be people between jobs or moving into self employment.

6.0 The Tracer Study

In order to obtain a sufficient and stratified sample more than 800 were selected by approaching the Human Resource Manager of every Government Department, major institution and major private sector employer. They were then requested to administer the survey and or provide a complete list of employees that had been on award. To pick up those unemployed still on scholarship or otherwise occupied there was advertising in the local media and emails sent out to a variety of enterprises and individuals.

Data was obtained from 450 responses as to location of employment of which 275 completed the survey. The analysis of this data forms the basis for recommendations.

Not all Human Resource Managers were able to get employees to complete survey forms however they did record for the survey those employed that had undertaken study and the details of that study. It was therefore possible to collect employment data on some 450 returned awardees. This data was updated on a register and in the SRS system and in addition a new database was created in Access 2007 of the details of those we had employment data on. This database can then form the basis to update in future as new students become employed and are routinely tracked.

It was decided to enter this information into a new database so that employment data could be easily located. The SRS system needs to be updated to a newer version and the amount of data it holds on applicants as well as awardees makes it slow and cumbersome to use routinely.

Number of responses on employment data according to year of award.

Table 2

Number Sampled	Year of commencement of study	% of sample
43	Unknown year (Unelco employees)	9.5%
183	1976-1999	40.6%
224	2000-2009	49.9%
450	TOTAL SAMPLE	100%

From the table it can be seen that almost 50% of those in current employment were qualified in the last ten years. This gives a good indication of the high take up of new graduates.

Of the sample of 450 traced 275 completed the survey forms, one was overseas, 1 on award, 7 unemployed 3 self employed and 6 deceased.

The final output is to analyse the results of the survey and update the SRS system and make realistic recommendations based on findings.

6.1 TSCU Role and Employment

The TSCU appears to be driven by the following:

- Processing of applications
- Interview and selection of students
- Need to place students in institutions by certain deadlines
- Student desires as to course choices
- Donor funding for specific courses
- Donor preferences for gender and locations
- Annual Selection Criteria

Whilst an ideal would be to focus on employment and resource needs in reality the staffing levels do not permit this and the separate career unit to support this function has not to date been funded.

It would appear that the same was the case ten years ago and in the intervening period despite the establishment of the NEC and NEAC not much has changed in a review of the functions of the unit itself.

The suggestion for an employment agency, website or email information system on job vacancies and to connect or network employer agencies such as the Chamber of Commerce, Department of Labour and others was wholeheartedly embraced and endorsed by those

surveyed however the realities and cost of staffing such a system for the 100 or so graduates each year may not be an efficient use of resources. It is something that needs to be investigated as to how existing resources can be best utilized to assist in this area and how networks can be established to link resources and provide up to date information in the graduate arena. It does seem that a system could be set up at relatively low cost where online data could be posted. In fact there is a site organized by Youth Challenge International Vanuatu displaying on a daily basis locally advertised jobs. These include all jobs not just graduate positions however the relatively few positions available does not really warrant a separate system. It may only need a person to regularly review and forward relevant jobs to an email list of graduates.

The Access 2007 employment data from the study was transferred to the TSCU and the registered email addresses of all respondents to the survey forwarded to the Work – i – kik administrator to forward up to date job vacancies amongst graduates. From this it is hoped to get some feedback on this service.

It does seem apparent that there is in fact, due to the small job market, little rotation of jobs and people tend to stay in the same place for many years. Many surveyed commented on the lack of a resource whereby they could access current details of job vacancies not so much as they were unemployed but were under utilized in their current positions desirous of a change but reluctant to risk current job security. Many also commented on the perception that all positions were currently filled and would be for some time as there was little movement in the job sharing arrangements particularly within government departments.

There may be some advantages in encouraging further skill development in changing of jobs and broadening of experience. It may also be a way of refreshing and revitalizing some positions to re-advertise amongst graduates to search for more challenging roles in particular in higher level government departments. People staying the same position for many years cannot be in the best interests of either the department, employer or employee if there is no progression in responsibility or salary scale. This has been the most commented on aspect in this survey.

6.2 THE TRACER STUDY SAMPLE

Survey Sample and Distribution

The stratified sample that returned survey forms included a selection of Masters and Post Graduate level students, teachers, private sector employees, certificate diploma and degree level courses and a number of unemployed. It was also possible to obtain some from Overseas, Still on award and Santo and outer islands although predominantly those returning surveys were in Port Vila as employment opportunities are concentrated in the capital city.

The data from 275 returned awardees who completed the survey forms was collated and tabulated to determine critical indicators for the Scholarships Program. The prior tracer study surveyed only 125 so this one may give a better measure of the indicators required. Previously the number surveyed represented 18% of those that had been on scholarship. As

there are now double that number it was required to increase the number of surveys to get a sufficient sample. Therefore the 275 sampled represent some 11% of all awardees but in obtaining data on the employment of 450 awardees this actually represents 18% of all awardees from 1968 to 2009 therefore the reasons for extending the time frame to collate sufficient data to ensure it is representative of the entire population.

6.3 Limitations and Constraints

The main issues with survey were in order of priority

- Cooperation with private sector employers to provide information
- Lack of information made available from those who were not successful in completing courses
- Difficulty in locating or getting responses from unemployed awardees out of the workforce.

Of the 450 traced only seven were unemployed or less than 2% i.e. 97% were employed and 1% deceased. This is likely to be higher than for the whole population of those in the SRS system.

7.0 Tracer Study Statistics

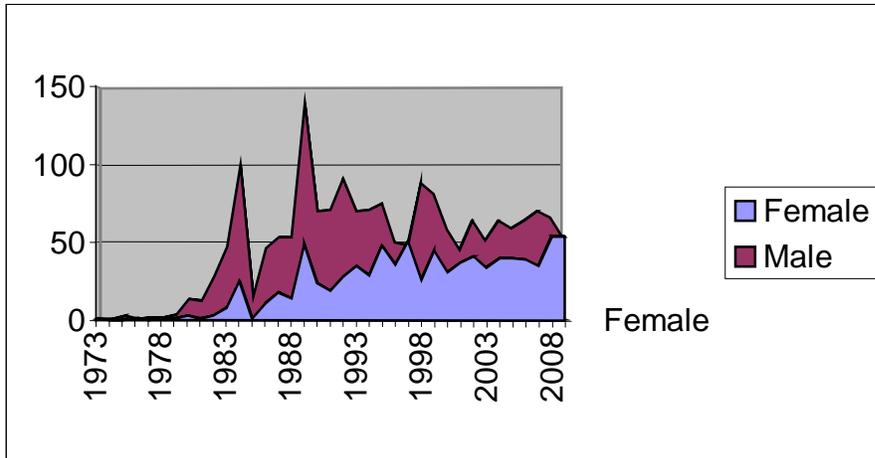
7.1 Gender

In the SRS system from 1999 to 2009 40% of the awardees were female and 60% male compared to 26% female and 74% male in the sample traced. This does indicate shift and increase in females being offered awards however this was not reflected in the employment figures with 31% traced being female and 69% male. This tends to suggest that whilst higher relative percentage of females are graduating compared to the prior ten year period that they are still under represented in the employment figures of the major employers of graduates these being predominately government and semi-government departments.

The following figure shows the number of scholarships awarded each year to male and female applicants over a 26 year period 1973 – 2009. It must be noted that the numbers converge in 2009 and it is the first year that female awardees have out numbered male. These figures do not take into account teacher funded places at VITE.

Trend comparison over the years reflective of data in the SRS system.

Graph 1



7

The results of the tabulations for the 275 completed survey showed the following information.

The result has been that positive discrimination has in fact enabled an equal number of females to have the same opportunities as males. How this translates in the workplace however is another question. In effect due to the higher rate of male terminations it would appear that there will be in the next ten year cycle a changing of roles and greater participation in the workforce by females all other constants remaining equal and a freedom from political influence.

7.2 Level of courses undertaken

Table 6

Program Undertaken	Respondents in Sample that returned surveys	% of Sample	Respondents surveyed that employment data was obtained for:
PHD	1	0.4	2
Masters	29	10.5	43
Post Graduates	15	5.6	18
Degree	83	30.2	159
Diploma	84	30.5	113
Certificate	59	21.4	74
Short Courses	4	1.4	9
Terminations			23
On Award			8

⁷ See Count of Gender data AnnexG

Work Attachment			1
TOTAL SURVEYS RETURNED	275	100%	450 total workplace traced

7.3 Higher level study

Of this sample of 275 awardees 71 or 25.8% had more than one scholarship. This is an indication that there is a high level of interest to pursue further or higher studies however in part there is also a financial imperative as allowances on scholarship are considered to be very good and those in government jobs have traditionally also enjoyed salary support whilst on Scholarship.

7.4 Selection of those employed

Of 275 that returned survey forms 68 (25%) indicated they had been employed at the time of going on Scholarship and of these 50 (73%) indicated that they returned to the same job. 36 (13%) indicated that they had some form of support from their employer in the form of salary or part salary support, encouragement, holiday employment, assistance with study and work attachments and leave benefits.

7.5 Changes and extensions

Very few students had changed course during the course of their study in fact only 10 (3%) indicated a course change.

29 or 10% of the 275 students in the sample had had an extension of between 3 and six months to complete their award.

7.6 Completion Rates

Only 24 students indicated that their award was incomplete and 5 that they had been terminated with one suspended and one deferred, 1 withdrawn , 1 work experience to complete, 8 were still on award and 12 did not respond to the status of completion. One must be careful in interpreting this data as it would appear that termination rates are much higher. However having said this it is highly likely that those that returned their forms are those that actually did complete their courses whilst those having incomplete awards were reluctant to provide this information.

Completion Rates could be therefore summarized as follows based on the tracer study:

Table 7

Status	No	% of those surveyed
Incomplete	24	8.7%
Withdrawn	1	0.4%
Work Experience to complete	1	0.4%
Terminated	5	1.8%
Unknown	8	2.9%
Total	39	14.3% inc unknown 11.2% excl unknown

In the prior year study the completion status was as follows:

Terminated 14% Withdrawn 2% so this is consistent with the previous rates calculated however now the SRS system has been updated the termination /incomplete and withdrawn rates will be found to be much higher at around 20 %. This though is calculated on those we know to have been definitely not completed their course however there are a substantial number in the SRS system who remain with an unknown status. This needs to be still addressed from hard copy files of transcripts of results and certificates in order to verify this data.

7.7 Location

Of 205 students that responded to the question about returning to their home island 114 (56%) students returned home after completing their awards for 1 or 2 months however this does not seem to be a particularly relevant information as many stated they were already resident in Port Vila at the time of going on award even if this was not their home island. 91 (44%) indicated they did not return to their home island.

It does not seem that a large portion spent extended periods of time in the outer islands or out of work. A large percentage in fact had prearranged work and most took the first job offered having only applied for a few jobs and undertaking one interview if any after a period of less than 5 months (85%). 86% of awardees looking for work submitted less than five applications. This suggests there were either few jobs around that were suitable or

work had been prearranged or that they applied to a limited range of places that they considered suitable for their qualifications.

7.8 Employment Status

We only obtained data from one awardee who was self sponsored who had finished a course and who was currently overseas working despite having sent out emails widely to overseas contacts.

Of those 275 surveyed 268 were currently working full time apart from seven who were either self employed or working part time and studying part time and also looking after family.

Parttime study undertaken included Law, Science Education, Building Construction, Bachelor of Science, Bachelor of Economics, Bachelor of Arts Commerce.

7.9 Relevance of Employment to qualification

250 (91%) were employed in work relevant to their qualifications and field of study. Only 25 (9%) indicated they were not in the right job for their qualifications. Reasons given for this was they were working in one of the Banks, Tourism did not pay well or did not respond to applications, one Masters student still to complete indicated was aiming for a management position, a few considered they were underutilized for their qualifications and skills.

Nearly all or 92% considered that they used their acquired skills in their current job.

8% considered that their skills were under utilized in the jobs they were currently employed in. Some graduates who were teaching indicated they did not also have teaching qualifications and so were not in the right place.

7.10 Salary Levels and Job Satisfaction

There were the following comments as to salary levels compared to other graduates 84 indicated having the same salary after graduating, 34 higher and 60 lower salary subsequent to completion of awards. 28 did not know how their salary compared to other graduates.

There were some interesting comments on salary levels. Whilst for some low pay scales were a major reason to consider moving from their current position most did not see salary as their prime concern and were more interested in job satisfaction and being in the right place to utilize their skills. The types of reasons given for wanting to change jobs were - ten years in the job, eight years with no salary change, many years in teaching, tired of same job.

7.11 Employment Mobility

Very few surveyed were really looking to move from their current position. Many survey participants despite complaining about low levels of salary appeared to have a good level of job satisfaction and did not consider that they would benefit from moving from current positions. There appears in general to be a very low level of movement once a person has gained employment.

Only 40 of 275 respondents or 15% indicated that they were looking for alternative work whilst employed.

This is obviously a reflection of the small job market and level of security employees feel once employment has been gained. There is obvious reluctance to move and risk unemployment.

68 (25%) were employed at the time of gaining an award compared to the prior ten year period this was 70% of the 125 surveyed. 50 or 74% of those in the current survey group returned to the same position afterwards. The previous study indicated that there was much greater mobility between jobs subsequent to obtaining qualifications. This study seems to indicate less mobility to be the case as most graduates seem to have stayed in the one position for extended periods of time. Most received significant financial support from their employer when employed by Government agencies.

7.12 Finding Employment

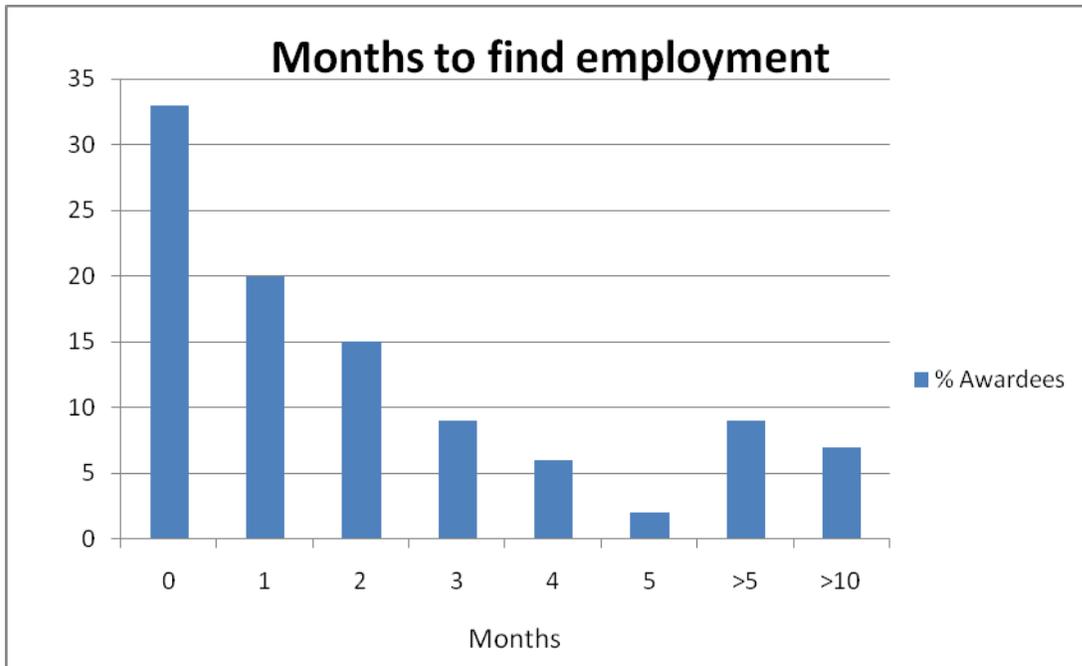
All of those surveyed who did not return straight to work spent between 1 and 12 months to look for work with 61 spending only 1 to 2 months to look for work 26 took 3 to 4 months, 3 took 5 months with 16 >5 months and 12 > 12 months. 58 of the sample of 275 were employed straight from study and had identified positions before completing and 50 returned to prior positions as soon as they returned to Vanuatu.

This is depicted as follows:

MONTHS TO FIND EMPLOYMENT:

Table 8

Months to find employment								
Months	0	1	2	3	4	5	>5	>10
% Awardees	33	20	15	9	6	2	9	6



It can be seen from the above analysis that for most awardees finding employment was not a difficult task. Most realized that once gained one needed to work on a career path and gain experience in order to gain better positions and thus more fully utilize the skills gained from study.

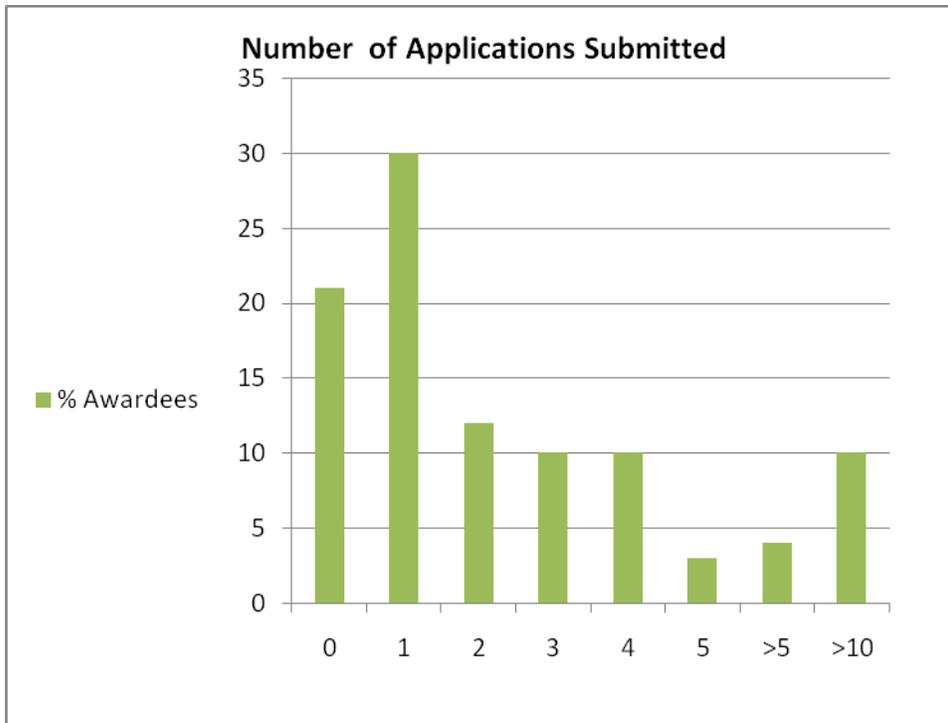
88% of those that answered the question indicated that they accepted the first job offered. Reason given for this included that they were desperate to support themselves, needed a job to support family, wanted to try out their skills, couldn't afford to live in Vila unemployed, very few appropriate jobs available, needed experience, needed to develop a career.

12% indicated that they did not accept the first job offered and were not really satisfied with the type of work on offer at the time and how difficult it was to access. In reality the sample appeared to have few difficulties in obtaining work with the number of applications and interviews indicative of this as noted below in table 2.

Table 9

Number of applications submitted

Applications	0	1	2	3	4	5	>5	>10
% Awardees	21	30	12	10	10	3	4	10



From the chart it is obvious that awardees have not had to submit a huge number of applications to gain employment. Only 10% of graduates submitted more than ten applications with most submitting one or two and twenty percent not submitting any applications. In these cases graduates returned to the same employer, had pre arranged placements or obtained work with out formal application.

The methods of looking for work that were most popular consisted of;

Newspapers

Asking contacts, friends and family

Applying widely

Circulating a Curriculum Vitae

Word of mouth

Radio, internet and email

Door Knocking

Others mentioned include

Visiting Departments and TSCU

Filling in PSC forms

Applying direct to Vanair, MOE, Fisheries, Forestry, Meteorology or Lands Departments.

Other steps taken include

Submitting transcripts of results

Direct requests

Application before finishing course

Undertaking placement/work attachment

A common occurrence was that returning graduates took the first job that was offered and did not apply widely. Partly there is a very limited job market and partly the types of courses undertaken would narrow the choices should awardees have very specific qualifications. Very few survey awardees indicated that they had applied outside of Port Vila.

In considering of the sources of where awardees are selected from it becomes reasonably certain that although the home island of most is the outer islands it is probable that many of them have not lived there for many years and have either been based in Port Vila boarding at School or have been in employment in Port Vila.

The priority areas printed at Annex C will also need to be reviewed and reassessed by the NEC in light of the findings of the tracer study. A suggestion to re focus the priority areas would be to allocate a graded criteria such very high, high, medium and low rather than the current two categories of high and low. Or more useful might be in high demand, commonly required for work Govt, Commonly required for work in private enterprise, considered a high priority due to lack of expertise in this field, needed for staffing of XYZ office into the future, current graduates in field graduated over 10, 15years ago need up skilling in new advances. A review of the data from the SRS should inform the priority areas.

An updated list of current course options should be obtained such as that listed at Appendix F

8.0 Data Review & Gaps

Data Summary	
The sufficiency and deficiency of data	The prior study surveyed some 125 awardees. To keep the same sample size relative to the number of awardees it was decided to sample at least 275 persons. To further validate the findings a further 175 were registered as to their employment but did not fill in the survey form. All spreadsheet records from the TSCU were updated in the SRS system bringing to 2,495 the number in the SRS system with 211 duplicate awardees who have had more than one award
data quality, integrity & credibility	Data is very credible apart from the lack of independent verification of completion of awards. This can only be done by sighting of certification.
current and proposed practices	Current practices have not been able to use the database effectively. Some further training is needed in this area and will be provided once the database is transferred back to the Ministry of Education. The server kept at the Ministry of Finance slows this down considerably and the SRS should be kept on a local server with regular backup procedures
proposed benchmarks for the purpose	The new employment database serves as a starting point to keep updated and relevant information and provide regular reports.
internally inconsistent data	Teacher data incomplete and to be updated separately
Constraints	Some uncooperative employers, difficulty in obtaining some data, difficult to verify and validate data if only from one source.

8.1 Data not available

The data that was largely unavailable consisted of data on qualifications of teachers in current employment. Some of this data is held in the VEMIS system and might be best accessed from there on a School by School basis. Although we obtained the teachers posting lists it proved impossible to trace from these to the SRS system and TSCU spreadsheets comprehensively. One problem was the lack of clarity with names. In most lists only two names are displayed however

it was obvious that many people interchange and use custom and family names at different times. In addition married teachers and maiden and married names are not identified this made it very difficult without dates of birth to clearly identify individuals.

It was possible to obtain a sample from cooperative schools such as Lycee, INTV and Central School who provided the survey with complete data. These schools however are not representative of all Schools even in Port Vila.

Data Handling Review	
data collection methodology	To be reviewed at TSCU and systems developed in line with available tools to keep database updated.
safeguarding data integrity & credibility	Procedures manual/documents to be written and back ups documented
utility of data collected and utility of comparative year information	The current SRS system needs upgrading to Access 2007 as it is slow and inefficient to provide reports
comment on reports and indicators that are possible	See Appendices The chart reports most clearly show a number of indicators for gender, employment type, subject area, sponsor and termination rates.
identify critical reports that are missing	Teacher data Completion data
training needs	Science Education Women's Studies Information Technology Music/Fine Arts Development Studies Maritime including shore based management Enterprise Development Higher level technician i.e. electrical/engineering/computer Specialist Medical Broader range of subject areas

8.2 Terminations

As mentioned the data most difficult to obtain and validate was that on completion. It was obvious that not all survey participants were happy to fill in the section on completion and left it blank rather than indicate not complete. This may have to do with issue of privacy and employment as generally data was collected through HR personnel.

The affect on the survey results would be to understate the estimation of the incomplete and termination rates. This is estimated to be about 20%. As rates for each year have been similar over a lengthy period of time it is not considered that significant error would result. The termination rates are always an issue and need to be addressed by adequate briefing and support during the course of awards.

The data listed below gives a good idea of termination rates. What is not clear is the reasons for relatively high termination rates.

Note data here is incomplete for 2008, 2009 as final termination figures are not known for those still on scholarship.

It would appear that whilst females make up only 40% of awardees over the last ten years 18% of these have terminated or withdrawn whilst 25% of males have been terminated or withdrawn. One third of all terminations are female and two thirds male. So in comparison to the numbers on scholarship it seems slightly more likely that males will have issues and either withdraw or be terminated.

Presumably most terminations are for unsuccessful progress. There is some evidence to suggest that there is a much higher rate of terminations for Bachelor of Science courses and this might be one reason why more males are terminated as more males have traditionally chosen science based courses.

The rates of termination will invariably have implications for modes of teaching and learning policy. Traditionally Vanuatu has had a very academic and exams oriented system of instruction and grading however it does not seem that this is standing students in good stead for the more exploratory and self directed learning modes in force in University systems that they are accessing. In addition there may be some advantage to having student centered learning methodologies adopted at secondary level to give greater independent learning techniques to assist students going on to study at higher level.

The details of countries attended and variety of institutions in those countries attended is displayed at Annex D for those students traced.

Table 10 Terminations from updated SRS

Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	TOTAL	
Male	81	58	45	64	51	64	59	64	70	66	52	674	60%
Female	45	31	37	41	34	40	40	39	35	54	54	450	40%
TOTAL	126	86	82	105	85	104	99	103	105	120	106	1124	
TERMINATED / INCOMPLETE													
Male	26	28	14	24	15	17	9	15	11	2	0	161	67%
Female	12	9	11	10	9	10	10	7	1	0	0	79	33 %

TOTAL	38	37	25	34	24	27	19	22	12	2	0	240	
%	30	43	30	32	28	26	19	21	11	2	0	21.3%	100%

Note for purposes of this data terminated, incomplete and withdrawn have all been compiled to form one category

There is likely to be some inaccurate data in terms of whether or not awardees actually completed their awards. Apart from records at the TSCU where this is indicated it was not always certain that where an awardee indicated that a course was complete that it actually was. From interview with the TSCU it is obvious that once finished graduates do not always report back to TSCU and neither do they furnish transcripts of results or copies of certificates. There is an urgent need to validate records to ensure that the integrity of what is documented is in fact correct and verifiable by third party independent records.

As an adjunct to the tracer study the register of currently recorded awardees should be reviewed against donor records NZ AID, French Embassy and AUS aid records for further verification regarding terminations and deferrals.

This is where the fact that the applicant list is not complete in the process of recording the applicants to process makes it difficult to cross reference.

Further recommendation needs to be made in respect of how to ensure this data is made available routinely and it may be that a system to register and keep on record certificates and transcripts be implemented. This may be a good way to also assist awardees to safeguard information and make it available when needed. A small charge could be levied for making copies and certifying. In particular awardees living in shared accommodation and in crowded urban areas do not always have the resources to safeguard documents for long periods of time. Given the large outlay to sponsor students overseas it is also considered that a copy of the final result should remain the property of the TSCU for future reference. It could be held on file and also laminated.

This has meant therefore that the status of some awardees is largely unknown and whilst some were sampled these cannot be relied on to definitively state the status of the award.

8.3 Validation of current data

An issue to address has been the difficulty where TSCU data has not been available is the fact that there is no reliable way to validate claims of completion of particular courses. If fact it was evident that some persons filled in erroneous data or failed to declare that courses had not been completed.

Another major issue is as to the status of particular courses and awards. Where online courses have been undertaken and privately or government sponsored there is an anomaly as to accreditation. It seem possible that students are awarded masters degrees without having accredited undergraduate degree status and cross credit systems of points for industry participation also do not have a generally acceptable recognized status.

This is an issue that the TSCU should address as it does have implications for Government recognition of status in terms of promotion, salary scale and status. Students and Government sponsors should be informed on accreditation issues before committing large amounts of funding for courses of this nature.

On the other hand online courses should be further explored and currently seem to be under utilized although many recognized courses are available and it should be thought at significantly less cost. On enquiry to AusAID it was noted that online courses attempted had not in the past been successful for teachers. This may be a result of difficulty with resources and study time due to work commitments or may have been as a direct result of the individuals commitment to the course or particular courses undertaken. This should be further explored as an option across a range of subject areas and disciplines.

The register of those traced for employment as formatted into a separate database to enable the charts and diagrams to be printed as displayed in Annex F

9.0 Discussion and Analysis

The analysis section is based on currently available data and subsequent findings after updating the SRS database with the new survey information on both courses of study under taken, completion and employment rates.

In order to understand the role the Scholarship unit one must put into perspective the role of the work of the National Education Commission (NEC) as specified in the Education Act of 2001.

⁸

9.1 The role of the NEC

The table below shows the functions of the National Education Commission in light of the statistics obtained.

Table 11

Functions of NEC	Relevance	Scholarship Data	Comments
The Commission's	Policies are in	Between 2000 and	This tracer study should

⁸ Education Act 2001

<p>primary function in relation to scholarships is to develop and implement policies that support the scholarships program.</p>	<p>place but not supported by current data.</p>	<p>2009 1,124 students were awarded scholarships through the TSCU & a number traced (43) gained qualifications outside of this system.</p>	<p>inform policy and assist with directions for policy change.</p>
<p>The scholarships program provides scholarships for post secondary education and training in order to develop appropriately qualified and skilled Ni-Vanuatu to further the development of Vanuatu.</p>	<p>The function of the Commission is to select the best possible candidates for limited awards to develop workforce capacity.</p> <p>Ratios therefore used to date in the selection process are as follows: Students 80% Public Sector 15% Private Sector 5%</p>	<p>Most graduates are within the public sector. The tracer study only received information from some eight private sector businesses on awardees employed.</p> <p>It would seem that either private sector are not favorable to graduates or that they do not have budgets to enable graduates to be employed.</p>	<p>Whilst policy is to select the best possible candidates the selection is dependent on who applies and what courses they select.</p> <p>Since the objectives of the Scholarship program are to develop Vanuatu the best placement for graduates is within the public sector. There is some movement towards the private sector but in the main this remains small and most graduates in the tracer study were found to have found fulfilling and effective work roles within the public sector. A good measurement of this is the number of graduates in management positions.</p>
<p>The scholarships program is to be administered by the training and scholarships coordination unit or such other body within the</p>	<p>The TSCU administers all awards except for those advertised direct through other donor agencies</p>	<p>Between 1989 and 2009 records of some 2495 awardees are on file. Of these 211 have had more than one award.</p> <p>A number of</p>	<p>In the last ten years the numbers of Masters candidates has increased significantly and many of these are now in management positions. These have now been entered into the database.</p>

<p>Department as is specified by the Director-General (“the scholarships unit”).</p>		<p>scholarships are awarded directly outside of the TSCU system. A number of these have been picked up in the SRS system such as Revans University, JICA and privately sponsored courses.</p>	<p>Of those traced only 16% were female and 84% male. In interpreting these figures it may be that there are more women with higher degrees but they were not in the sample traced or not in employment.</p> <p>Of most difficulty was determining whether in fact courses were in fact completed and this has to be further defined by reference to actual certificates and transcripts by the TSCU in future.</p> <p>Masters and Doctorate level has increased however there is some uncertainty as to how these are selected and administered by the Scholarships Office. The implications of this is that it raises a policy issue for MOE and the NEC for higher education priorities.</p>
<p>The Commission also has the following functions in relation to scholarships:</p>			
<p>(a) to undertake the fair, transparent and merit based selection of candidates for the award of scholarships;</p>	<p>There is in discussion evidence of positive discrimination in Donor policies to select equal numbers of female awardees however in</p>	<p>Over the ten year period there has been 674 Male 450 Female Awardees</p>	<p>Whilst a comment can be drawn that equal numbers of Male & Females have not been selected it is the consultants finding that the TSCU bases their selection based on a proportion of the numbers of eligible applicants and the difference is a reflection the</p>

	reality those that are selected are based initially on merit and application and after on gender.		applications being disproportionate. For the first year the numbers of male and female awardees in 2009 are equal.
(b) to determine annually the criteria, and the terms and conditions, for the award of scholarships by the Government;	A subsequent review of employment of returnees should inform future selections	<p>Of those traced the predominate employers of graduates are:</p> <p>VNPF Reserve Bank VFSC PM's Office State Law Office Rates & Taxes/ Customs Lands Dept Meteorology Geology & Mines Health Dept PWD NBV PSC ANZ Bank Dept Trade Private Law Firms With smaller numbers at: VIPA Vanwods VBTC Valuer General Auditor General Ombudsmans office Language Dept Foreign Affairs Schools/ Min of Education</p>	<p>Criteria should base to some extent on the reality of where positions are available for graduates and the type of work available however in saying this it must be noted that any undergraduate study will teach a range of generic skills that should be transferable across a variety of workplaces.</p> <p>More specialized courses should be identified as priority areas in accordance with the availability of employment options.</p> <p>The tracer study revealed both some consternation that people were teaching without teaching qualifications and this was noted by both qualified teachers and those that were having to teach but were not trained in teaching only the discipline. Both groups felt this undermined the profession.</p>
(c) to determine the priority of scholarships for	Priority	Of those traced the subject areas identified were as	Priority areas should be able to be identified from the current tracer study

funding by the Government;		follows: Arts 18% Science 25% Medical 3% Information Tech 2% Commerce 32% Education 11% Law 9% Music/find Arts 0%	reflective of current employment prospects and areas of need.
(d) to provide advice and guidance to the scholarships unit in its administration of the scholarships program;	Guidance	Guidance should be provided as to numbers and types of higher level degrees needed in future for specific directions keeping in mind there is also an attrition rate that will start to become evident as graduates retire from long held positions.	The expertise needed to administer the unit is currently well qualified but not well staffed to implement change or to identify needs. Specific employers will need greater level of expertise as more technologically advanced processes and procedures become commonplace and as the need to keep up to date with global trends becomes more imperative – the NEC must be able to provide longer term visions for staffing into the future.
(e) to assist the scholarships unit in seeking additional funding for scholarships;	Funding	Funding for Scholarships currently come from a number of different sources. There are agendas to most funding arrangements and the NEC need to be mindful of this. Some funding sources may be promising but in reality not deliver as expected. Not to single out specific donors but an example of Medical	Funding should be sought to strengthen specific shortages of qualified personnel and provide for higher level training. Administration of Scholarships should be referred to the TSCU to ensure a level of security for students, protocols are followed for students living overseas and issues do not arise that need intervention. Also a level of quality has to be maintained since

		training in Cuba may exceed expectations to provide qualified doctors but in the short term be a difficult placement for students.	students act as ambassadors of the country in placements overseas. In addition privately sponsored groups of students such as those sponsored by specific Church affiliations may also be problematic in terms of support and assistance to young people overseas in placements not registered with the TSCU.
(f) to determine appeals relating to the award or termination of scholarships;		Appeals/Terminations Rate at between 20 to as high as 43% for some years. The termination rate must be of concern for sponsors and policies to reduce the numbers of terminations should be identified by the TSCU in conjunction with those counseling and dealing with awardees on a daily basis as well as to address longer term issues of why such a high rate of failure.	Terminations and Non completion are obviously a major issue and have been for some time. Given the high monetary value to send a student on scholarship some thought has to be given to methods to reduce this rate.
(g) to prepare for the Director-General an annual report and any other reports required by the Director-General relating to scholarships;		Annual Report	To date there is no evidence of an annual report. Regular briefings are maintained and final listings submitted for review
(h) when requested	Issues advised	Since the tracer study	Matters affecting

<p>by the Minister or the Director-General, to provide information or advice to him or her on any matter affecting scholarships.</p>		<p>those tracked to employers can be added to updated and reported on a regular basis with some very simple procedures to contact the 60 or so main employers of graduates.</p>	<p>scholarships include funding, destinations of study, course choice, selection procedures and ratios male/Female, Public/private sector and choice of students for repeat awards.</p>
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The policy function of the NEC is paramount to the operation of Scholarships hence it needs a good base of data to inform policy. The data on gender, level of courses, types of courses and where people are employed can give some direction as to priority areas and deficiencies and relevance of courses undertaken. A review of the priority fields needs to be undertaken in the light of employment data and a review of available courses of study should also be taken to expand the skill base and breadth of skills development within the country.

The core business of the TSCU is to provide post secondary education in order to further development in Vanuatu that is over sighted by NEC. The role of the NEC therefore is to select the best possible candidates for limited awards. It currently appears that most graduates are being employed within the public sector as apposed to the private sector, notwithstanding whilst policy is to select the best possible candidates the selection is not directed and relies on who applies and is therefore considered ad hoc. In reality feeder students come from within the public sector employees already or from Port Vila Secondary Schools. There are few opportunities for outer island senior students.

The current trend however shows that there are more graduates moving into management positions but employment in the private sector remains small and self employed businesses remain largely still out of reach.

The TSCU has overall mandate and responsibility to administer training and scholarships however there are scholarships that are being awarded outside of TSCU procedures advertised direct through other agencies. There are therefore some issues for students living and studying overseas without being registered as being on scholarship with the appropriate government department. This does have implications and there should be a requirement for other authorities to notify TSCU of the details of students on private

award. A more complete picture of training and qualifications obtained can then be retained by the TSCU that can further assist in determining priority areas as assessing human resource needs of the country.

The scholarships program oversight is critical to ensure future directions are in line with development initiatives and critical growth areas.

The table below shows statistics on various categories of awardees traced.

Table 12

Qualification	Male	Female	Total
PhD	2	0	2
Masters	36	7	43
Post Graduate Diploma	12	6	18
Degree	113	46	159
Diploma	73	40	113
Certificate	46	28	74
Short Courses	9	0	9
Terminated/ Withdrawn & Incomplete	22	3	25
On Award	6	0	6
Work Attachment	1	0	1
	319	131	450

The sample of graduates in the work force indicated that men are twice as likely to undertake higher level study than women. This may in part be due to selection procedures or due to other factors such as responsibilities for child rearing and family that make it more difficult for women to go on extended leave to upgrade qualifications. Time spent away from families is a big consideration for overseas study in particular for women who are sole breadwinners and supporting children as well as extended family.

In addition it becomes obvious that there are significantly more graduates employed that are men than women. Of 450 graduates traced to employment 71% of those traced through the workplace were male.

The main subject areas are as summarized in table 13. Whilst this is only a sample it is considered to be representative of graduates in general and the types of courses undertaken. Whilst there may be greater numbers in fields that were not traced this is for further data investigation to uncover as employment data is routinely captured.

Table 13

Broad Area	Subject Area	Male	Female	Total
Arts	Social Sciences/Sociology	1	5	6
	History /Geography	6	2	8
	Politics	3	1	4
	Language/Translation	2	3	5
	Management	12+(1unemployed)	5	18
	LandMgmt/RealEstate/Valuation	15	0	15
	Community Welfare	2+(1 deceased)	2	5
	Women's Studies	0	0	0
	Tourism	3	4	7
	Media/Visual Design	3	0	3
	Journalism	2	0	2
	Psychology / Counseling	1	1	2
	Pre University Foundation	3	0	3
	TOTAL			
Science	Mathematics	3	0	3
	Chemistry	0	1	1

	Physics	0	0	0
	Statistics	1	0	1
	Science	13	6	19
	Microbiology/Biology	1	1	2
	Forestry/Agroforestry	2	0	2
	Agriculture	6+(1unemployed)	1	8
	Architecture/Design	2+(2Deceased)	1	5
	Environment/Resource Devlp	7	4	11
	Meteorology/Seismology/Hydrology/ Geoscience/Geology	9	2	11
	Engineering	13	0	13
	Surveying	3	1	4
	Maritime	3	0	3
	Food Technology	1	2	3
	Mechanic/Technician	18	0	18
	Building Studies	5+(1unemployed)	0	6
TOTAL				110
Medical	Doctor	2+(1 deceased)	0	3
	Anesthetist	1?	1	2
	Chiropractor/Physiotherapist	0	0	0
	Dentist	0	0	0
	Ophthalmology	1	0	1

	Surgeon	1	0	1
	Chemist	0	0	0
	Radiographer	0	0	0
	Medical Laboratory Technician	0	0	0
	Public Health/Management Health	3+(1unemployed)	0	4
	Nurse Education	0	4	4
TOTAL				15
Information Technology	Computer Systems Engineering	4	1	5
	Computer Software Engineering	0	0	0
	Information Technology	5	(1unemployed)	6
				11
Commerce	Accounting	17	17	34
	Economics	20	6	26
	Business Studies	34	9	43
	Business Administration	15	10	25
	Human Resource Development	1	1	2
	Secretarial	0	11	11
				141
Education	Secondary /Teaching & Learning	34+(1unemployedand 1 deceased)	13	49
	Curriculum	0	0	0
	Administration Education	0	0	0

				49
Law	Law degree/practice	25	12	37
	Legal Studies	2	2	4
				41
Music	Music	0	0	0
Fine Arts	Art	0	0	0
	Graphic Design	0	0	0
	TOTAL			445

9.2 THE HUMAN RESOURCE DEVELOPMENT PLAN

The table below outlines the purpose of the Human Resource development Plan and issues in relation to the TSCU.

Table 14

The vision is to have a strategic National HRD (NHRD) Plan that	ISSUE	COMMENTS
focus on jobs and on careers for all ni-Vanuatu	Types of Jobs	Identified in the survey were approximately 70 employers mainly Gov't and 10 private Sector and NGO/ NSA Missing from the survey were self employed and Ni-Vanuatu employers/ business owners.
must be a rolling document, regularly updated, with inputs from various GoV agencies such as Vanuatu Statistics Office, Education, PSC, Labour, VIPA, Trade, REDI plans, and the private sector including industry associations.	Stakeholders input	There are few regular, consistent or strategic links existing between these agencies currently and this must be a major concern of the NEC to establish and provide a forum to enable exchanges of information and data.
links with the industries as essential in order to determine the needs in the various sectors.	Industry links	The Chamber of Commerce effectively links industries to the Government sector and acts as a forum for lobbying on employment

		<p>and industry related issues however links to Ni-Vanuatu business, Cooperative departments and Graduate associations do not appear to exist or are in the planning stage. The VCCI needs to take on board the fact that the private sector do not in the main employ graduates and take some positive steps to enable greater awareness amongst the private sector of qualified graduates and their specializations</p>
<p>The plan must be developed and owned as a whole of GoV document with input from all stakeholders and must take into account impact on training, curriculum, and scholarships. (Education Act / VESAP)</p>	<p>Ownership of HR Development Plan becomes very important for future work practices and planning and in providing opportunities for educated young people</p>	<p>The HR plan must take into account the views of scholarship awardees in terms of their experiences in finding and retaining appropriate work for the achievements gained.</p> <p>Agencies in funding scholarships must also be cognizant of the boarder employment environment, and opportunities and Government priorities.</p> <p>By and large Graduates had little difficulty in obtaining work but were not always satisfied with the type of work obtained in terms of relevance and opportunity for further development. Those in high level positions seemed not eager to relinquish or change positions for career advancement seeing very few opportunities in existence without putting at risk years of slow advancement to higher levels of responsibility.</p> <p>In some cases relatively young graduates had advanced to high levels of responsibility with relatively little experience and this is also seen as a good reason not to move or be seen to be interested in changing jobs.</p>

9.3 Vanuatu Education Sector Strategy Action Plan (VESSAP)

This table outlines the VESSAP plan for a career counseling unit.

Table 15

<p>Identified in the Vanuatu Education Sector Strategy Action Plan (VESSAP) is also a plan to establish a career counseling centre with the following role.</p> <ul style="list-style-type: none"> • Set up Unit for career counseling • Services to collect on specific profession Career Paths/ pamphlets • Counseling of students • Distribution of pamphlets. • Visitation to Schools • Creating Websites 	<p>This has not to date been funded.</p>	<p>This is not considered necessary if employment data can be routinely and widely circulated. All universities have career centers that students will have access to during the course of their study and now the Wok i kik email job search system has been widely circulated to all graduates that supplied email contacts.</p> <p>Career visitations and counseling is still the role of the TSCU in terms of awareness of scholarships on offer and dates for submission. Marketing, Research and Information positions within the TSCU should be staffed.</p>
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9.4 The PAA and VESSAP

The table highlights the policy areas that are captioned in the PAA and as reflected in the VESSAP and the implications for training and the National HRD Plan.

Highlighted in green are the indicators that the VESSAP specifies for each policy objective.

Table 16

Prioritized Action Agenda (PAA)	Vanuatu Education Sector Strategy Action Plan (VESSAP)	Implications for the National HRD Plan and Training
<p>Policy Objectives The major goal in the sector is to provide universal primary education completion and improved access to a quality education and training system that better contributes to economic and social development. The main policy objectives are to:</p> <ol style="list-style-type: none"> 1. Improve access to education and ensure gender and rural/urban balance; 2. Raise the quality and relevance of education; 3. Improve planning, fiscal and financial management in the sector; <p>Priorities and Action Agenda for Vanuatu 2006 – 2015 “An Educated, Healthy and Wealthy Vanuatu”</p> <ol style="list-style-type: none"> 4. Develop a distinctively ni-Vanuatu education system. 	<p>Sector Policies and Strategies Vanuatu has placed a high priority on education. The sub-title of the new Priorities and Action Agenda (PAA) 2006 – 2010 is: <i>An educated, healthy and wealthy Vanuatu</i>. The national vision is: <i>By 2015 Vanuatu will have achieved a significant increase in real per capita incomes, along with a steady growth in levels of employment.</i> <i>Within the region, Vanuatu will be among the leading countries in achieving the Millennium Development Goals in education, health, environmental management, and other key social indicators. Public sector reforms will have raised standards of governance, levels of productivity in the civil service, and will have resulted in higher standards of service and managerial accountability. Through continuing structural reform, Vanuatu will have established an effective, enabling environment to sustain the private sector growth, which it aims to achieve in output and employment.</i> <i>(draft PAA 2006 – 2010)</i></p>	<p>An educated Vanuatu is still some way off. Whilst the training and scholarships coordination unit administers some 100 scholarships per year and close to 200 in 2010 the total tertiary educated population remains at only about 1.2% based on an estimated 3,000 graduates from a total population of 243,000. There are 2,495 listed in the SRS system. In comparison to other Pacific Island Countries this is considered very low. It appears that the vision to achieve well rounded individuals requires a balanced consideration in terms of life skills as versus education, specialized training as versus arts, balance in technical vocational skills and civic education. Greater accessibility at the tertiary level which has implications for tertiary institutions in the country a balance between graduates and post graduates and need to consider establishment of specialized institutions for specialized training.</p> <p>Despite this over the last ten years there has been a marked increase in the number of higher level graduates and in the number of management positions filled with qualified personnel.</p> <p>The continuing drive to up skill and qualify public</p>

		<p>sector employees and sponsor secondary students must in the longer term provide a more enabling environment, more professional services and higher standards of accountability.</p> <p>Higher numbers of tertiary educated students must also longer term drive improvements in health, education, environmental management and private sector growth.</p>
<p>Priorities and Strategies Against this background, priorities and strategies in the education and training sector are to:</p> <p>1. Improve the relevance, quality and accessibility to Pre-school and Special Education for all young children as stipulated within the EFA National Plans and the Millennium Development Goals Indicators;</p>	<p>The VESS recognizes that the education sector must strike a balance between its roles in:</p> <ul style="list-style-type: none"> • Alleviating poverty and achieving universal primary education completion for all young people. 	<p>The achievement of higher levels of participation in education must also be reflected at tertiary level. In 2010 the number of scholarships awarded has significantly increased in line with this priority policy.</p>
<p>2. Achieve relevant and quality universal Primary Education up to Year 8 (EFA and MDG target);</p>	<p>Net enrolment ratio in secondary to increase from 32% with more places in rural Provinces.</p>	<p>The increase in net enrolment ratios must be supported by increased and relevant pathways to re-entry tertiary and higher education.</p>
<p>3. Increase accessibility and improve relevance and quality in junior and senior secondary level of education;</p>	<p>At least one secondary school centre of excellence in every Province by 2009.</p>	<p>The concept of centre of excellence in each province must be supported with equal access by rural students to scholarship placements</p>
<p>4. Improve quality and accessibility for tertiary studies in both the francophone and Anglophone schools;</p>	<p>Support integration of AUF and transfer of DAEU to the USP Emalus Campus, and delivery of more degree programs in Vanuatu. Positively consider proposals for a Regional Francophonie University.</p> <p>USP Campus and Centers in Vanuatu strengthened</p>	<p>Even without Scholarship support it is expected that the number of locally enrolled tertiary students will dramatically increase in the next ten years. The challenge for the Ministry of Education is to provide sufficient and relevant places to accommodate the numbers of young people seeking further opportunities through higher</p>

	and enrolling more ni-Vanuatu students.	education within Vanuatu and to also consider other schemes to assist with funding support so that talented students can get access to tertiary placements for both Anglophone and Francophone students.
5. Increase accessibility and improve the relevance and quality of teacher education;	Merge VIT and VITE to form Vanuatu Polytechnic. Encourage other stand-alone tertiary providers (e.g. Nursing College, Agriculture College) to cooperate. Review VNTC Act, requiring compulsory registration of all TVET providers and accreditation of TVET courses.	Key to the improvement of education and the number of scholarship awards is the sufficiency of qualified teachers and trainers. A comment from the tracer survey from a number of teachers was that they lacked specific teacher training and there was a perception that teaching as a result was suffering in terms of professionalism and standards. A real challenge for the TSCU is to register and compile data on teacher qualifications and ensure that sufficient new teachers are trained in teaching methodologies and skills and based on forecasted teacher needs. From the VEMIS school survey data on file this data is now available. Teachers are being sponsored at VITE but perhaps a minimum number should form part of the selection process for each year for higher level and specialized teacher training.
6. Promote gender equality throughout all levels of education and training;	Target poverty-based and equity scholarships. Number of secondary and TVET scholarships increased	The TSCU has greatly increased the numbers of scholarships on offer this year. No data is available on whether some of these are at TVET level or poverty and equity based.
7. Expand relevant and quality Technical Vocational Education and Training (TVET);	Expand places and equity of participation in secondary and TVET and scholarships, in line with the PAA and National HRD Plan. At least one VIT TVET Centre and /or school offering TVET courses in three Provinces by 2009. Net enrolment in VIT and TVET courses in schools to increase by 2015. Increased number of TVET providers registered and TVET courses accredited with VNTC.	TVET and vocational training form a critical link between formal education, work life and re-entry to tertiary education. In the future the TSCU will need to address issues of greater access to tertiary study though alternative pathways. To date TSCU does focus on Public Sector and Students with some private sector awards. In the future access to tertiary study will need to become more accessible and TSCU will need to keep up with developments in local accredited courses and

		possibilities for further training. I.e. Hospitality and tourism college.
8. Implement the Education National Human Resource Development Plan for the Education Sector that links to scholarships opportunities, manpower planning, curriculum development, and career and course advice;	<ul style="list-style-type: none"> • Developing the human resources of the nation to enable young ni-Vanuatu to build sustainable self-reliant futures and to participate in the productive sectors in both rural and urban settings. • Supporting and teaching history, culture and traditional knowledge. • Opening up the door to the knowledge, new technologies, and opportunities of the world. <p>National HRD Plan to be in place by 2008.</p>	Based on the 70 odd places of employment that were found to be employing graduates in the tracer study it would seem to be critical for TSC to draw up a new priority listing in conjunction with stakeholders as to man power needs and deficiencies in some areas of qualification.
9. Improve fiscal and financial management within the education sector, develop a medium term expenditure framework for education and ensure there is effective and efficient resource allocation in the education sector;	<p>Consider student loan and business levy policies, and strategies to develop alliances with the private sector.</p> <p>Secondary and TVET fees and charges reduced and complying with MoE regulations</p>	<p>TSCU to enable as many students as possible to take up awards and support them in their studies.</p> <p>TSCU to investigate ways of sponsoring more secondary and TVET students.</p>
10. Finalise planning and implementation of the sector-wide approach to educational planning. PAA 2006-2015	<p>This balancing is the basis of the VESS. It is why the MoE must continue to work openly with all stakeholders.</p> <p>The preparation of the VESS has highlighted the need for further policy work and amendment to legislation and regulations. The proposed policy objectives and indicators are listed (in green) will be the basis of policy and legislative work in 2007 - 2009.</p>	<p>In 2009 it is not certain that the indicators outlined have been achieved. The TSCU and MOE must implement policy in line with the PAA and VESSAP and review, assess and amend policy appropriately in line with the available data.</p>

10.0 Conclusions and Recommendations

10.5 SUMMARY OF CRITICAL EMERGING STATISTICS

- The numbers of male and female awardees have converged to become equal for the first time in 2009 however the employment data suggest only 30% of those traced in employment were female.
- Of those traced 30% were degree holders, 30% Diploma, 17% Post Graduate & Masters and 23% Certificate Level.
- Termination rates of those traced was about 14% but higher in the SRS system of about 20%. This is considered realistic as many that were terminated were reluctant to complete the survey so you would expect this rate to be lower.
- Of those traced only 21% were in management level positions, 46% in officer positions, 15% teachers, 8% specialist in law or medicine, 1% secretarial, 2% technicians, 2% unemployed, 2% self employed, 1% deceased with 2% overseas, on study or on short term contract.
- There were 63 different employers and institutions employing graduates that were traced in the study
- The majority of graduates traced that were employed mainly come from two island areas Malekula and Ambae with lesser numbers from other islands.
- Few graduates experienced any difficulty finding work but most accepted the first job offered indicating a lack of information of job availability or reflective of the small job market.
- Of those traced there was little job mobility with 51% of graduates having only had one employer since the award 25% two 17% three 7% four. Some stayed with the same employer but in a different position and classed this as a different job however these figures only consider change of employer.
- 14.5% of those employed stated they were currently looking for work or to change jobs.

- 21% of those obtained jobs did not go to interview but already had jobs lined up. 68% only went to one or two interview suggesting limited spaces or they were focused on what they wanted to do.
- 63% submitted less than three applications for jobs before they were employed.
- A high percentage of those traced, that consider they were not employed in the right field, had obtained employment in a bank or other commercial sector.

10.2 SUMMARY OF CRITICAL EMERGING ISSUES

- Few unemployed graduates
- Graduates are moving into management positions
- Qualified Specialists i.e. Law, Medicine, Architecture all employed appropriately.
- Low rates of under-utilized graduates
- Very few graduates unhappy about their employment positions or prospects
- Very positive comments on opportunities given to graduates to study
- Low levels of persons employed in the wrong place for their area of expertise

The Tracer study found qualified employees in the following ratio for the broad areas defined:

Arts 17.5%

Science 24.7%

Medical 3.3%

Information Technology 2.4%

Commerce 31.6%

Education 11%

Law 9.2%

Music & Fine Arts Nil

- Lower employment rates of women
- Low employment rates from some island groups/provinces
- Poor take up of Graduates in the Private Sector
- Low levels of Graduates in Management in the Private Sector
- Low levels of self employed graduates
- Low levels of graduates as employers
- Low levels on mobility between jobs
- Small range of subject areas undertaken

10.3 Conclusion

At the conclusion of the Tracer Study the SRS system has been updated and now contains 2,495 award records. Traced in the study were 450 awardees and their employment details were updated.

A new data base to enter employment data containing the details of the 450 awardees that were traced has been transferred to the Scholarships Unit to keep updated as new employment data comes to light.

275 awardees returned survey questionnaires on a range of issues regarding finding employment and the types of employment undertaken. Suffice to say that finding employment as a graduate is not as much an issue as it was some ten years ago. The range and availability of work does seem to have expanded with a new influx of business investors however having said this, graduates do not seem to be employed by business investors. However this has also expanded the services and regulatory requirements for government and this is where a significant portion of all graduates are employed in such entities as VNPF, Reserve Bank and Rates & Taxes for example.

The establishment of the USP Emalus Law Campus has also had a noticeable impact on graduates with law qualifications. The USP Vanuatu campus is now taking on a much larger number of students and many are now able to qualify within Vanuatu in other areas.

Teacher qualification data is still an issue and is deficient in the system. It was not possible to obtain sufficient details and lists to locate and ascertain qualifications of teachers as posted to schools. This data is still to be obtained and quantified.

Interesting data emerged on the types of employers that were taking on graduates. In the main these are still government departments apart from law firms, accounting firms and the bigger banks, utility companies and statutory bodies.

Interestingly the number of graduates employed from Malekula and Ambae seem to far outweigh those from other islands both in the tracer study and in the SRS database.

Male and female ratio of those awarded scholarships has improved over the years however there is data to suggest that females are not being employed at the same rate as males.

The nature and range of subjects areas undertaken has not broadened over the last ten years despite the much expanded subject choices now available at most universities. Greater information has to be made available to secondary students in making career selections and more information available at Secondary School level on Scholarships. There have been plans

that have never been funded to set up career units within the Ministry of Education. This is not considered essential however the TSCU would benefit from having a Research and Marketing officer whose presence in schools can make an impact.

The problem of recording success and failure rates has not been solved by this study. Awardees are reluctant to disclose results and transcripts and certificates must be obtained by the TSCU as a matter of course. It is suggested that a fee be withheld and paid on presentation of final results. A fee can also be charged for certifying transcripts. The office does need funding to set up good filing systems and money spent on proper management of student records. The office must have a good copier and laminating machine. Critical to the filing system is maintenance of ID numbers in the SRS data system.

In order to maintain the SRS system the department also is in need of better computer systems, software and updated backup systems. The TSCU does need a full time IT data officer with the capacity to retrieve the required reports from the data and to monitor and maintain the system. This officers role is to support the Director and staff in the selection processes by providing current quarterly data for policy review that is updated regularly and is accurate.

The SRS system had fallen into disuse since there was not the expertise to maintain and manage it. This must be a priority to keep the integrity of data published by the office of a high standard. Data should be published quarterly on graduate employment and be a good reflection of the up skilled capacity of the Nation. Publication of such reports will also indicate deficiencies in qualifications and where there may exist vacancies for graduates.

The TSCU priority is to place the best student in the best place for their qualification and in the opinion of the study team there has been a large impact on an improved regulatory environment and more professional services over the last ten years. Whilst this is not directly measurable it can be seen from the tracer study data that nearly all government departments now have well qualified specialists and graduates in management positions, the judiciary and state law office also have well qualified personnel. This is as a direct result of Donor assisted sponsorship and a high level of support for students studying overseas.

The Scholarship program has in the opinion of the Study team assisted many students to achieve their potential and to find valuable employment aiding in the development of specific departments and entities and therefore the country as a whole.

The comments from the awardees themselves were overwhelmingly positive about the opportunities given to them and pride in their achievements. There were some comments on salary levels and mismatch of jobs however in the main employed graduates appeared to have a very high level of job satisfaction and saw this as more important than remuneration.

Graduates on the whole were keen to utilize their skills and expressed a high level of commitment to the jobs they were undertaking.

The Prioritize Action Agenda (PAA) and the Vanuatu Education Sector Strategy Action Plan (VESSAP) contain visionary directions that to date have not appeared to have materialized. Vanuatu is still some way off from achieving the types of indicators envisaged. In particular tying in the VESSAP and the proposed National HRD plan supported by genuine credible and comprehensive data from TSCU would assist the Government in pursuing training priorities and placement options to assist development, industry and public and private sector. By the same token it appears that the education sector appears to have fallen short in terms of this vision envisaged in the PAA and VESSAP in terms of providing balance in terms of academic and life skills.

Data on Higher Education and proposed Graduate Studies appears to be limited and ad hoc. TSCU should take a more active role in driving this sector forward.

Data on specialized schools and moves to accredit tertiary level study such as Nursing, Hospitality and Tourism, Police College and Agricultural College and other still have some way to go to gain credibility and prominence as tertiary training providers meanwhile the lack of centralized data on these institutions is still very much an issue.

The Scholarship Training and Coordination Unit play a central and critical role in determining the best candidates to take up awards. From the data obtained by this study it is hoped that better priorities can be set and an understanding is gained of the changing nature of graduate employment in Vanuatu and the challenges for the future.

A thank you must be made to all who so willingly participated in the tracer study for their time and carefully considered thoughts in sharing their study and work life experiences.

10.4 Recommendations

Problem / Challenge	Comments	Recommendations:-
To keep validity of data updated	<p>Completion has to be verifiable from independent documentation.</p> <p>Copies of transcripts or results and certificates could be held and used to generate revenue by providing certified copies for say Vt1,000.</p> <p>This could be set up initially by requesting all graduates to lodge copies with the TSCU.</p> <p>This will ensure completion data accurate and employment data also can be updated with regular contact through with the TSCU office.</p>	<ol style="list-style-type: none"> 1. All graduates to report on completion and file final transcripts and certificates before release of a final payment/ this could be a deposit held from Scholarship funds at the beginning of the award of say VT10,000. 2. It is recommended that funding be sourced to set up a library /archive space with a good filing system to maintain accurate copies of transcripts and certificates. 3. New computers and backup systems and systems upgrades would assist in the maintenance and integrity of data.
To update employment data	<p>A new Data base has been transferred to TSCU with the tracer study employment data.</p> <p>A simple quarterly routine could be implemented where by TSCU email the HR</p>	<ol style="list-style-type: none"> 4. New data base of employers from the tracer study who employ graduates to form basis of employment related data which can be added to and updated continuously for employment data as it comes to light. 5. TSCU to send out a standard email each quarter to HR managers of

	<p>manager of major employers who employ graduates to request notification of new graduates employed or those changing jobs. A starter list can be obtained from the Tracer Study database and added to. This can assist to also establish good communication networks with major employers.</p>	<p>major employers and VCCI. TSCU to monitor responses and follow up non responses with a phone call. From data received the employment data can be regularly updated and a quarterly or biannual report compiled very easily.</p>
<p>to assist effectiveness of graduate employment and enhance strategic links with employers and regulatory and government institutions.</p>	<p>The tracer study traced some 450 graduates and identified some 63 major employers of graduates.</p>	<p>6. Request joint meeting/forum between strategic employers and regulatory authorities to review Work i kik website an initiative of Youth Challenge, VCCI initiatives and graduate data now available. The forum to look at issues arising from the tracer study to develop policy in light of critical data obtained.</p>
<p>To increase higher level qualifications</p>	<p>The number of Masters candidate and graduate program appears to have been very successful and should be further built on with professional development, follow up and assistance with career advice for those with higher level qualifications to make maximum use of this potential.</p>	<p>7. There are few higher level graduates that have attempted PhD studies and this should be addressed at policy level.</p>

<p>Very few private sector employers are taking up qualified graduates.</p>	<p>TSCU to continue to publicize graduate information and notify major employers when new awardees graduate</p>	<p>8. NEC to increase industry/private sector links through the Chamber of Commerce and VNTC with regular contact and forums for communication with VIPA, PSC, Labour, Dept Trade and REDI amongst others</p>
<p>Very few graduates are self employed or are employers rather than employees.</p> <p>Work permits are still issued regularly for expatriate employees.</p>	<p>It is expected that this will change over the next ten years with more qualified and experienced graduates setting up in business. Data in this area will assist agencies such as VIPA in determining levels of foreign investment in particular professional areas also.</p>	<p>9. A system to collect data on graduates as employers and in professional occupations to be established and updated with sharing of information between the department of Trade, VCCI, TSCU, PSC, VNTC and VIPA.</p> <p>10. Department of Trade to liaise with TSCU in relation to TSCU obtaining data on areas where work permits are still being issued but in future could be covered by more qualified Ni-Vanuatu.</p>
<p>Opportunities for young people are not readily available in Vanuatu.</p> <p>Limited employment options for young people and in particular women still appear to be under-represented in the work force</p>	<p>The broader employment environment for educated young people needs to be defined and available for young people making career choices.</p>	<p>11. Marketing and research officer in the TSCU to be established and regular information to be sent out to all Senior Secondary Schools and Training Institutions on career information.</p>
<p>Increased net enrolment ratios</p>	<p>Increasing participation and pathways to tertiary study as defined in the VESSAP to be pursued</p>	<p>12. MOE to work towards establishment of more national tertiary institutions and accredited courses as defined in the VESSAP and PAA or otherwise consolidate current institutions to intensify training opportunities.</p> <p>13. TSCU to continue to expand options for donors to fund awards in local and specialized institutions</p>

		in particular in health, education, law enforcement, agriculture, tourism and commerce.
Secondary Schools improvements and as Centers of Excellence	School Improvement programs must also improve outcomes for rural students	14. Equal access for talented rural students to scholarships must be worked towards and to consider provinces establishing higher education and training institutions.
Higher enrolments in USP campuses and centres	Delivery of more degree level courses in Vanuatu	15. Other schemes to expand funding for USP local students to be explored and to intensify programs in the six Provinces. This to be supported by an update of tertiary level data.
Online course trial data has not in the past been successful	Why trials were not successful to be determined.	16. On line courses to be further investigated if useful in some particular fields or supported by particular employers.
Adequate places for Anglophone and Francophone tertiary students	The tracer study did not record any negative or adverse comments from awardees on lack of availability of places for either Francophone or Anglophone students in fact it is apparent that work places are available for both and there was no perception of preference or bias recorded by the study team.	17. TSCU to continue to ensure a balance of study places available in both language preferences at all levels of study both graduate and undergraduate level. Bilingual National Tertiary Institutions to be considered as an option to address this.
Teacher Training	Considered critical to expanding tertiary education in Vanuatu. Issues of funding support to adequately staff schools with qualified teaches in all schools	18. TSCU to obtain VITE data and teacher qualification data to be updated as per posting list in a new database as soon as practicable.

	will remain an issue for some time.	
TVET and technical training	A critical link to tertiary education is the availability of alternative pathways	19. Greater funding of TVET and technical level scholarships to be pursued to consolidate greater participation in private sector enterprise by qualified awardees.
Most graduates reside in Port Vila	This will not change if the selection pool comes largely from Port Vila and USP and Public Sector. Employees	20. TSCU to notify graduates of opportunities in rural areas where these may exist and to drive provincial placements where applicable.