



**Education  
for All**



# **EFA NATIONAL PLAN OF ACTION**

**2001 - 2015**

**REPUBLIC OF VANUATU**

*2004 EDITION*

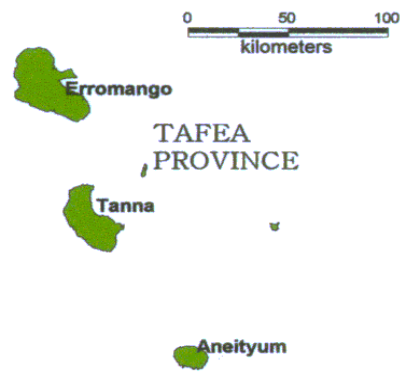
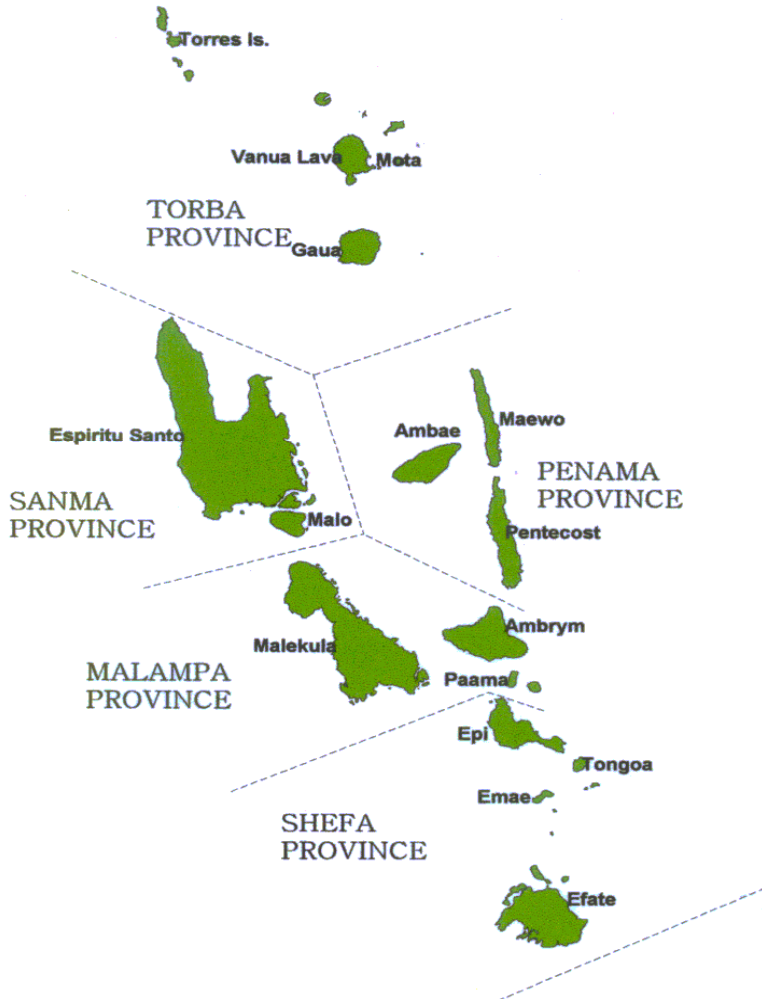
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# Republic of Vanuatu



Source: Vanuatu National Statistics Office

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## Plan Endorsement

The World Conference on Education for All: Meeting Basic Learning Needs held in Jomtien, Thailand in March 1990 made 2 significant steps towards the goal of Education for All.

They adopted a *“World Declaration on Education for All”* and approved a *“Framework for Action to Meet Basic Learning Needs”* by 2015.

The Asia Pacific Conference on EFA in Dakar, Senegal in April 2000 reaffirms our commitment to achieve the six goals.

They are global objectives to which Vanuatu is firmly committed, but which must be adapted to suit the particular needs of education in Vanuatu. In 2001 the Ministry of Education appoints the first EFA forum, which the nominations were later reviewed in 2003 purposely;

1. To ensure that the EFA goals of Dakar are met
2. To shape the development of government plans, policies and strategies, especially in the education sector, but also in other sectors so that the goals and priorities of EFA are given due emphasis
3. To promote and develop effective relations of partnership by means of dialogue, collaboration and coordination
4. To harness the forces of partnership to ensure that all EFA-related planning is as effective and efficient as possible
5. To monitor and report regularly on national EFA activities and to prepare strategies to improve performance where progress towards EFA is slow or to address new or deepening problems of access, equity or quality, and
6. To foster increased and sustained commitment among all partners and stakeholders, and in the society at large.

As mandated, the forum produced the first EFA plan in 2001 and continues updating it to ensure it is coherent with national policies of education and training systems. This year the forum has revised and updated National Education For All Plan of Action 2004 version, which is well, integrated with the Government Priorities Action Agenda, the Ministry of Education 2004 to 2006 Corporate Plan and the TVET Master Plan 2003 to 2010.

The National Education For All Plan of Action 2004 version has the official endorsement of the Ministry of Education for implementation.

.....  
Mr. Nicholas Brown  
Honorable Minister  
Ministry of Education

.....  
Date

# Introduction

## Brief History of EFA

1990	<i>World Conference on Education for All: Meeting Basic Learning Needs</i> , Jomtien, Thailand
1999 & 2000	<i>EFA 2000 Assessment</i> including the Vanuatu EFA 2000 Assessment Country Report
2000	<i>Asia Pacific Conference on EFA 2000 Assessment</i> , Bangkok, Thailand
2000	<i>World Education Forum</i> , Dakar, Senegal
2001	First edition Vanuatu EFA National Plan of Action
2003	Third edition Vanuatu EFA National Plan of Action

In March 1990, the World conference on Education for All (EFA) convened in Jomtien, Thailand, to discuss universal basic education. The participants, including Vanuatu, developed a World Declaration of Education for All and a Framework for Action to meet basic learning needs of all citizens in all societies.

Ten years later in April 2000, delegates from all over the world, including Vanuatu, met in Dakar to review and assess the progress of EFA since 1990 and to reaffirm the World declaration of Education for All. The EFA 2000 Assessment indicated that there had been significant progress in many countries but that the overall goal of universal basic education had not been achieved. Millions of people were still denied the right to education and the opportunities it brings to live safer, healthier, more productive and more fulfilling lives. Whilst the goals and strategies were for the global EFA movement, individual states should prioritise and tailor these goals and strategies to accommodate local needs and conditions.

Under the guidance of the UNESCO Office for the Pacific, Jesse Dick, the National EFA Co-ordinator in 2000, completed the 2000 assessment for Vanuatu. Having almost attained the target of Universal Primary Education, the assessment highlighted the need to address and improve the overall quality of primary education and to strengthen secondary and post-secondary education in order to enhance access to and quality of the provision for students moving up from primary level. Other constraints identified were limited resources (financial/ human), communication between national headquarter and provincial headquarters as well as communication and transport problems between islands. Donor agendas and leadership and management changes were also identified as constraints.

Since Dakar the Pacific Directors of Education have expressed support for EFA at meetings both in Nauru and Samoa. Each state selected and appointed a National EFA Co-ordinator to establish a national EFA Forum and to work with that forum to develop the National EFA Plan. Joe Iautim from the Ministry of Education, Youth and Sports

accepted the role of National EFA Co-ordinator for Vanuatu and attended the EFA Co-ordinator training workshop in March 2001 at the UNESCO Regional Office in Apia. He has since then, on a yearly basis reviewed and up-dated the EFA National Plan of Action. In 2002 an EFA consultant funded for two years by UNESCO and DFID, Dr Wolfgang Sperlich, assisted the further development of the Vanuatu National EFA Forum.

## **VANUATU NATIONAL EFA FORUM**

The Vanuatu National EFA Forum established by the Minister of Education is a consultative and co-ordination body that brings together around one table the representatives of all those with a vital stake in basic education. It is both a vehicle of partnership and dialogue and a co-ordinating mechanism focused on the planning, analysis and monitoring of progress towards set goals.

### **How the Forum was established**

Letters of invitation (**appendix 1**) were sent to prospective forum members to attend the first EFA Forum meeting on 31 May 2001. A news article (**appendix 2**) was published in May 14<sup>th</sup> 2001 to encourage participation and to raise awareness of the meeting and EFA. Media representatives were present at the first meeting.

Care was taken to assemble a balanced Forum, comprising both of private (NGO, churches, chiefs and others) and public sector representatives.

### **First Forum decides on EFA Goal priorities**

While the Dakar EFA Goals (given in brackets below) were already prioritized, individual EFA Forums were given the choice to re-prioritize according to local conditions. At the meeting the goals were prioritised in the following order:

- 1. EFA Goal (i) is Vanuatu Priority 1:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 2. EFA Goal (ii) is Vanuatu Priority 2:** Ensuring that by the year 2015 all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- 3A. EFA Goal (iii) is Vanuatu Priority 3=:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;
- 3B. EFA Goal (iv) is Vanuatu Priority 3=:** Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;



**4. EFA Goal (vi) is Vanuatu Priority 4:** Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

**5. EFA Goal (v) is Vanuatu Priority 5:** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

Two representatives from UNESCO Office for the Pacific attended the meeting and outlined the role of the Forum. Information sheets were distributed to forum members to advise of existing plans and objectives and the extent to which they had been implemented to date.

Minutes of the meeting are attached as **appendix 3** as well as their distribution to all forum members in **appendix 4**.

The forum has been approved officially by the Honorable Jacques Sese, Minister of Education. The terms of reference for the Forum and the official approval are attached as **appendix 5**.

**The current Members of the Forum are:**

1. CHAIRPERSON - Mr. Jesse Dick, Director, Division of Policy and Planning Services
2. DEPUTY CHAIRPERSON - Mrs. Janet Bunyan, President, National Pre School Association
3. SECRETARY – Mr. Joe Iautim, SEO, Division of Policy and Planning Services
4. Mr. Pierre Gambetta, Acting Director, Division of Primary Education
5. Mr. John Niroa, Acting Director, Division of Secondary Education
6. Mr. Johnny Marango Acting Director, Division of Technical, Vocational and Continuing Education
7. Mr. Kalmele Matai, Director, Division of Vanuatu Institute of Education
8. Mr. Daniel Lamouraux, Principle, Vanuatu Institute of Technology
9. Mr. William Tari, Second Political Advisor, Ministry of Education
10. Mr. Rex Willie, Sectoral Analyst, Department of Social and Economic Development
11. Mrs. Myriam Abel, Director General , Ministry of Health
12. Ms. SemanTalesa. , Department of Women's Affairs
13. Mr. Elison Bovu, Director, Vanuatu Society for Disabled People
14. Mr. John Liu, Director, Vanuatu Rural Development Training Centres Association
15. Pastor Pakoa Maraki, Secretary, Vanuatu National Council of Churches
16. Mr. Ralph Regenvanu, Director, Vanuatu Cultural Centre
17. Mr. Simon Boe, Director, World Vision
18. Mr. Gideon Mael, Director, VANGO
19. Mr. Sandy Ishmael Secretary, Vanuatu National Council of Chiefs (Malvatumauri)
20. Mr. Wenjio Tamao, President Vanuatu Teachers Union

# Setting

## National Characteristics

### a) The Size of Vanuatu’s Geographical/land Area

The Republic of Vanuatu consists of a “Y” shaped archipelago of 83 Islands located in the South Pacific Ocean. The chain stretches over a distance of approximately 850 kilometres in a north-south direction. The islands lie between 13 and 22 degrees south of the equator. The total land area is only 12,189 km while the economic ocean area is extensive, over 680,000 km including the exclusive economic zone. Most of the Islands are primarily volcanic in origin with high mountains that typify this type of formation. The smaller Islands are mainly of coral or limestone origin.

The islands are scattered over the ocean, imposing transportation difficulties both nationally and internationally. Some of the islands are rarely visited by ship or are not even accessible by internal air services. High costs for national and international shipping contribute to the already high cost of imported goods.

Vanuatu is in a geographical location vulnerable to earthquakes, cyclones and tsunamis.

### b) Linguistic diversity

Vanuatu is unique in having 80 – 100 different vernacular languages. French and English are used as languages for formal media of instruction, while Bislama (the lingua franca) is widely used in all other domains.

### c) The size of Vanuatu’s Population

The Vanuatu 1999 census revealed a total population of 186,678 of which 139,475 are indigenous Ni-Vanuatu. This includes 99,682 males and 90,996 females (see table 1).

POPULATION BY LOCAL GOVERNMENT REGION, 1979 TO 1999					
PROVINCE	TOTAL POPULATION			% CHANGE 1989 - 1999	GROWTH RATE
	1979	1989	1999		
TORBA	4,958	5,985	7,757	29.6	2.5
SANMA	19,423	25,581	36,084	41.3	3.0
PENAMA	18,937	22,299	26,646	19.6	1.7
MALAMPA	23,566	28185	32,705	16.1	1.4
SHEFA	26,860	38,818	54,439	43.2	2.6
TAFEA	17,506	22,423	29,047	29.6	2.5
<b>VANUATU</b>	<b>111,251</b>	<b>142,944</b>		<b>31.1</b>	<b>2.6</b>

Table 1.1  
and 2000)

Source: Adapted from Vanuatu National population Main Report (1989

There have been some major demographic trends that have occurred in Vanuatu's population during the 1980's, which are as follows:

- a) overall population growth of 2.4% per year, a slight reduction from 3.1 percent during the 1867 - 79 period and
- b) ni-Vanuatu population growth is 2.8% per year, a reduction from 3.4% for the 1967 - 1979 period and
- c) ni-Vanuatu population growth drops by 0.2% per year, a reduction from 2.8% since 1988.

Despite this slight drop in overall population growth, Ni-Vanuatu population growth is still high by international standards and in the Pacific is surpassed only by the Marshall Island (4.2%), the Solomon Islands (3.5%), and the Federated States of Micronesia (3.4%).

Another significant feature with planning implications refers to the fact that Ni-Vanuatu population growth over the last ten years in the urban areas has been more than three times higher than rural growth as follows:

- a) urban Ni-Vanuatu population growth is now 7.5 percent per year compared to a previous 7.9 percent during the 1967 - 79 and
- b) rural Ni-Vanuatu population growth is now 2.1 percent per year compared to 3.0 percent in the 1967 - 79 period.

These high urban growth rates also account for the fact that on Efate and Santo Islands the two important towns (Port-Vila and Luganville) are located, and as such have the highest growth rates of all Local Government regions. The decline in the population of Paama Island and Shepherds Local Government region in real terms during the 1980s identifies these regions as high out-migration areas.

The demographic impact of external migration in Vanuatu is negligible, unlike other Pacific Island countries such as Tonga, Cook Islands and Samoa and, to a lesser extent, Fiji. Vanuatu has no established external migration networks that would permit continued permanent or semi-permanent out-migration. Apart from some 4,000 Ni-Vanuatu living in neighbouring New Caledonia, the majority of Ni-Vanuatu living outside the country are students obtaining secondary and tertiary education, or Ni-Vanuatu crew on container ships and fishing boats.

#### **d. Developmental Objective**

The people of Vanuatu have at their disposal significant resources that could be utilised a lot more effectively to improve the wellbeing of the general population. Basic indicators of development, including data on life expectancy, real per-capita GDP, nutrition levels in children, and infant mortality suggest that there is considerable room for improvement given performance of similarly endowed countries in the region.

The goal of the present government is to raise the welfare of the general population via the following channels. First, by instilling macroeconomic prudence and policy stability so as to create a stable investment climate. Second, through raising income earning opportunities of the general population – this in the main targets lowering the cost of doing business in the country such that entrepreneurial and employment opportunities across the nation are improved. Third, by raising standards of service delivery particularly to the rural and outer regions to improve access to basic health and primary education services while lowering costs of internal trade. (source, MTFD, 2003)

#### **e. Vanuatu's Education System**

Vanuatu has a dual English and French education system inherited from the colonial period when Vanuatu (the New Hebrides) was administered as a condominium. The dual system is now limited to the difference in the medium of instruction, namely English versus French schools, where otherwise the curriculum up to year 13 is basically the same. Early Childhood Education (ECE) and Pre-school Education has been developed mainly via NGO involvement, but as part of the formal education sector the Ministry of Education is giving increased attention to developing a comprehensive framework that starts with two years of pre-school education that should use vernacular languages as the medium of instruction. Primary education has a unified curriculum and begins at year 1 (entry age is 6 years) and goes up to year 6. Until 2003, students sat a national examination to determine who will continue in the junior secondary schools (which could take ca. 40 % of the primary cohort due to lack of sufficient number of such schools). With the extension of universal basic education to 8 years the students will take this exam in years 8, starting from 2004. Junior secondary education, which until now ran from year 7 – 10, will simultaneously be transformed into a 2-year cycle for years 9-10. The second national exam at year 10 determines access to the limited number of senior secondary schools (until now limited to ca. 40% of the previous cohort, again due to limited numbers of such schools). The English stream follows the Pacific Senior Secondary School certificate program and successful students at year 13 do the University of the South Pacific (USP) foundation program. The French stream on the other hand do CFEB program, which is equivalent to the USP foundation program and actually goes up to year 14. In pace with the extension of universal education the system of vocational education and training is being developed with the aim of offering more and better choices for vocational qualification and diplomas.

By 2003 some 50 Primary Schools (out of a total of ca. 180) had begun operating years 7 and 8. Funding from the EU EDF9 is assisting this process. A new policy directive issued by the MoE in September 2003 states that as of 2004 the structure will be:

K1 – 2:	Pre-school
Y1 – 8:	Primary (called Basic Education)
Y9 – 10:	Junior Secondary
11 – 12	Senior Secondary
Y13 – 14:	Pre-tertiary
After 13/14:	Tertiary

The implementation plan of the reform is under preparation.

	2002 Enrolments			Total No. of Schools			Total No. of Teachers		
	Male	Female	Total	English	French	Total	Male	Female	Total
<b>Primary</b>	19477	17993	37470	255	156	411	721	811	1532
<b>Secondary</b>	4828	4782	9610	38	21	59	378	213	591

Source: Primary and Secondary Schools Annual Digest 2002.

#### **g. Vanuatu's non-formal education system**

This sector is mainly driven by non-state actors (or NGOs), whereby training is offered to those who missed out on formal education. For example the dropouts of the formal system may find places in the rural training centres, the USP extension courses, and other vocational schools or through short correspondence courses. The Vanuatu Rural Development and Training Community Association (VRDTCA) is the premier organisation that caters for the rural non-formal education sector. Community and church based education programs are also major players in the non-formal sector. A non-formal education (NFE) taskforce has been set up to coordinate this sector.

# National Action Plan

The EFA National Plan of Action seeks to integrate international, regional and national initiatives that impact on education.

## INTERNATIONAL INTEGRATION

In accordance with the United Nations Millennium Development Goals (MDG) the Government of Vanuatu and the Ministry of Education in particular subscribe to the central idea that quality basic education is an important tool in poverty alleviation. An Asian Development Bank (ADB) sponsored National Workshop on Assessment of Poverty and Hardship and Strategies for Equitable Growth and Hardship Alleviation (2002) noted that for Vanuatu

“Access to education and training has been recognised as one of the most critical factors affecting household poverty.” (p11)

As such the EFA National Plan of Action is an important tool to develop education in Vanuatu, especially with a view towards MDG No.1, namely

1. “Eradicate extreme poverty and hunger”.

The other MDGs are reflected in the EFA National Plan as follows:

2. Achieve universal primary education

As the international EFA Goal No 2 is directly linked to this MDG, it is notable that the Vanuatu priority is also No 2.

3. Promote gender equality and empower women

This MDG is reflected directly in the international EFA Goal No 5, and has the same status in the Vanuatu EFA National Plan.

4. Reduce child mortality

5. Improve maternal health

MDGs No 4 and 5 have no direct input in the EFA National Plan other than to point out that basic education is a necessary ingredient in achieving these goals.

6. Combat HIV/AIDS, malaria and other diseases

This goal has high priority in the EFA National Plan and is appended to most goals by way of setting out strategies to prevent and combat HIV/AIDS at every level of education.

## 7. Ensure environmental sustainability

Curriculum development as part of quality education (EFA Goal No 4) has a focus on environmental studies to ensure Vanuatu retains its unique flora and fauna, and to manage its physical resources accordingly.

## 8. Develop a global partnership for development

The EFA National Plan of Action stresses the importance of a sector-wide approach (SWAP) in education and the EFA National Forum is constituted as such. International cooperation has its counterparts in regional and national cooperation agreements.

## REGIONAL INTEGRATION

Vanuatu as a member country of various regional organisations in the Pacific. In terms of education the Pacific Education Ministers met in 2001 and developed the Forum Basic Education Plan (BEAP), which reaffirms the region's commitment to the six EFA goals. The vision of the Action Plan is:

“Basic Education as the fundamental building block for society should engender the broader life skills that lead to social cohesion and provide the foundations for vocational callings, higher education and life long learning.”

Vanuatu, as a member of the Pacific ACP countries, is also to benefit from a regional initiative supported by the European Union (EU), entitled Pacific Regional Initiatives for the Delivery of Basic Education (P.R.I D.E.), to be implemented via USP and IOE. The latter also runs the Re-thinking Pacific Education Initiative which is supported by various Vanuatu educationalists.

Vanuatu as a member of the South Pacific Board of Educational Achievement (SPBEA) which feeds into the EFA Goal No 4, improving the quality of education, especially at the senior secondary level.

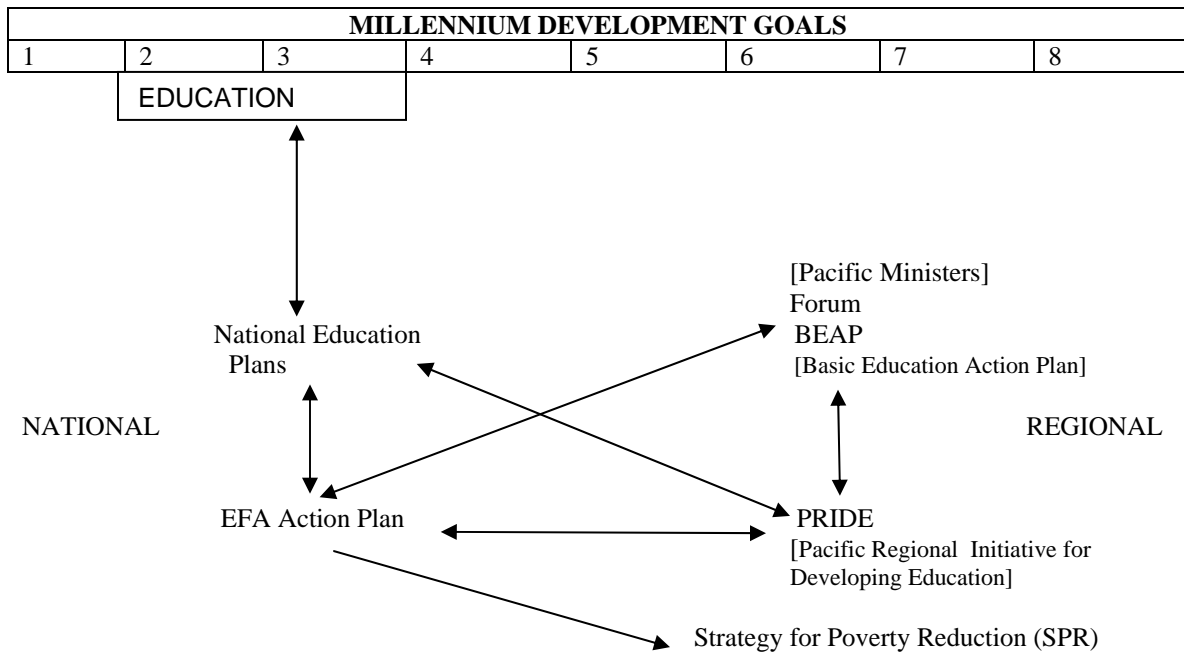
## NATIONAL INTEGRATION

### **Possible up-dates from Tarja, Daniel (TVET Masterplan) and Rethinking (John Niroa)**

The EFA National Plan has been given priority, under the education sector, in the Vanuatu Medium Term Development Plan (2003) also known as the Prioritized Action Agenda (PAA) which has been endorsed by the Council of Ministers and was launched at a combined donor/civil society/government development meeting in September 2003. A World Bank sponsored document entitled Education Master Plan (1999) is often cited as a key development publication, and while it does not directly refer to EFA goals, there are many points in that document that now find expression in the EFA National Plan. Other key Ministry of Education development plans include the Ministry of Education Corporate Plan (up-dated annually), Department Business Plan (up-dated annually) and annual Statistical Digests. All these documents increasingly take notice of the EFA National Plan of Action. The newly established (2002) Provincial Education Boards also

produce reports and plans which take some of the cues from the EFA National Plan of Action. A new Education Act now also requires individual schools to submit annual reports and plans and it is hoped that at this grass-roots level the EFA National Plan of Action will become a key planning tool. A national initiative on Rethinking Education in Vanuatu also has made recommendations that are in line with EFA goals.

The diagram below illustrates the relationships between the EFA National Plan of Action and various other national and international initiatives:



## Human Rights

The EFA National Plan of Action recognises the importance of Human Rights in Education in the Pacific. In particular, the rights of children to quality education, the rights of adults to life skills, literacy and life long learning, the rights of teachers to be equitably informed and served, the rights of parents and the civil organisations as partners to education development, the rights of the government to legislate and manage the education system.



## EDUCATION BUDGET AND AID

While previous versions of the EFA National Plan of Action have not included and monitored overall spending in education, the current 2003 version presents the 2004 budget and aid contributions as far as is known. The latter, while initially screened (for amounts above 5 million VUV) by DESD for the GIP process (and as endorsed by the MBC) and then monitored by the Aid Management Unit (now under Foreign Affairs), is difficult to assess accurately inasmuch various bilateral aid agreements may bypass the agreed process.

In theory there should be an up-to-date development plan for Vanuatu according to which aid is sought and distributed. In practice however any such plan can be overwritten (and re-written) by contingencies, some of which may be understandable (e.g. natural disasters and unscheduled aid for reconstruction) and some of which may be on a political level where development priorities are newly declared in order to accommodate a new development proposal that arose *ad hoc*. Development aid can also cut across various sectors so it may be unclear for example which portion exactly is allocated to education. In addition major development projects may stretch over a number of years and as such the yearly monetary allocation becomes difficult to assess. The information presented here has these caveats in mind.

It should be noted here also that the governmental education budget and the aid money is at this stage only in some parts aligned with the EFA National Plan of Action (and indicated as such). While it is the aim of the EFA strategy to promote the EFA National Plan of Action as a key development document, there is of course no guarantee that this is going to happen as envisaged. Indeed the still largely fragmented and uncoordinated aid for education is believed to be a major contributor to the poor outcomes in education in Vanuatu.

## Ministry of Education 2004 Draft Budget

Division	Personnel	Operating	Total 2004 Budget
	Emoluments	Expenses	
	(VT)	(VT)	(VT)
Ministry of Education	19,692,331	1,300,000	20,992,331
Director General's Office	6,881,377	5,140,000	12,021,377
Teaching Service Commission	4,004,918	2,695,000	6,699,918
Administration & Finance	23,629,377	22,720,000	46,349,377
Policy & Planning Unit	14,214,149	3,278,000	17,492,149
Vanuatu Institute of Education	84,385,345	24,626,000	109,011,345
Secondary, Technical & Further Education	503,378,856	254,499,000	757,877,856
Basic Education	41,354,559	8,085,000	49,439,559
Primary Schools	806,195,273	46,600,000	852,795,273
Vanuatu Government Contribution	0	86,494,000	86,494,000
Youth & Sport Division	11,906,328	27,907,182	39,813,510
Vocational & Continuing Education	5,982,209	7,532,096	13,514,305
<b>TOTALS</b>	<b>1,521,624,722</b>	<b>490,876,278</b>	<b>2,012,501,000</b>
			USD 16,770,841

### Unit costs and efficiencies

As there is virtually no economic cost analysis done for education in Vanuatu, it is of interest to merely calculate the unit costs based on the formula of “allocated budget *divided by* number of students estimated for 2004 (based on 2002 enrolment numbers + 5% increase)”.

PRIMARY UNIT COST: 21,867 VT (= 182 USD)

SECONDARY + TVET UNIT COST: 75,789 VT (= 632 USD)

While these unit costs compare well with other ‘least developed countries’ (UNESCO Education Digest, 2003), there is a stark contrast compared to the average OECD figures which are 3,847 USD (= 461,000 VUV) per primary student and 5,465 USD (= 655,000 VUV) per secondary student. It is noteworthy that while secondary unit costs are always going to be higher than primary ones, the difference is less than double (and taking into account that secondary education is fairly universal at least up to grades 11, i.e. catering for nearly as large a number of secondary students than primary ones).

As such the Vanuatu post-primary unit cost is about 3.5 times (or even 10 times, if one calculates the relative numbers of primary versus secondary students) the cost of the primary unit cost, and when taken into consideration that only about 30% of primary students proceed to the secondary level and only some 2% of a year’s intake make it successfully to Y13/14, there is a clear inefficiency to be seen in the way basic/primary education is either under funded or alternatively post-primary education is over funded.

Total education expenditure (but not including aid money) is about 7% of GDP, which is comparable to OECD countries, but of course only in financial terms and certainly not in terms of educational achievement. The obvious question is why this discrepancy exists.

#### **Education aid for 2004 (as endorsed by the Vanuatu Government)**

DONOR	AMOUNT IN VATU	RECIPIENT	DESCRIPTION
NZAID Vanuatu Education Assistance Program. (NZEAP).	17,237,052	Ministry / Department of Education	This is part of the continuous support of the NZEAP program for Vanuatu assisting schools in providing Key Education Personnel Training, curriculum Development, Access to quality Teaching Resources and Better administrative Systems.
NZAID Governance “Voice” Project.	14,000,000	Ministry of youth Employment and Training & Prime Ministers Office	This project is part of the NZAID Vanuatu Government 2002 Scoping study recommendation under the good governance Project which seeks to strengthening the voice of the civil society, particularly that of women and youths in decision making. Communities, NGO and the Government will also contribute to implement this project over the next 3 – 4 year
French Government Aid	42,935,105	Ministry / Department of Education & IUFM	This project will assist to train Ni Vanuatu Lecturers for Secondary teachers trainees in the Francophone cycle at VITE. The project is a contribution from the French government to assist in strengthening the French education System in Vanuatu.
UNICEF	19,567,500	Ministry / Department of Education	This project targets mainly the Basic level of National Education, with main emphasis of strengthening awareness of Early childhood education within the communities. A good foundation during this early stage will aid the development of children to primary

			Level.
No donor identified	16,000,000	Ministry / Department of Education.	The project concerns the purchase and Installation at the VMC, a ship handling watch keeping and navigation simulator, to improve training in the skills of ship handling, watch keeping and navigation. This provides opportunity to ensure there is a compliance with the standards established in the international convention on the standard of training, certification and watch keeping for seafarers as amended in 1995.
No donor identified	30,000,000	Ministry / Department of Education.	The project is a request to build a new Administration office for the VMC, as continuous development of the VMC strengthening Project. This will surely assist to provide better facilities for an effective administration of the school operational activities as well as other issue relating to the progress of this Institution.
EU EDF9	621,000,000	Ministry / Department of Education.	European union, under its EDF9 financial agreement has proposed a total of this amount as its contribution to the Education sector in Vanuatu. A proposed activity budget for this allocation will be submitted to Brussels where they will then make the final recommendation.
TOTAL	760,739,567 USD 6,339,497		

Of interest may be that the total aid projected accounts for just over a third of the recurrent education budget, which puts paid to the notion that aid contributes more to education than local resources. Still aid is of course a major contributor to capital investment costs, and by far the largest contributor for 2004 is the EU.

It is suggested that subsequent EFA National Plans of Action track and analyse education expenditure, as well as monitoring how such expenditure is linked to development proposals contained in the plans.

It is also recommended that the MoE engage a professional Education Economist who can establish reliable baseline figures (including the calculation of community contribution to education).

### **The presentation of the EFA Goals**

Each of the prioritized goals has the following format:

- Background information

- Problems identified (numbered and cross referenced to Proposed Reforms/actions required and tables on timeframes and budgets)
- Proposed Reforms/actions required
- Table detailing Actions required, timeframe, responsibility, monitoring and progress indicator

**CHANGE ALL 2003 ENTRIES TO 2004 AND RE-ARRANGE TIMELINES ACCORDINGLY**

- Table detailing budget for years 2004 to 2007 (or longer if indicated), distinguishing between donor and local finance sources (currency in VUV unless indicated otherwise)
- Remarks

## The Six EFA Goals

### 1. EFA Goal I – Vanuatu Priority 1

**Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.**

**An up-dated version of Goal 1 should be submitted by Janet**

#### **Background Information**

The government is aware that children have the right to preschool, as it is the basis of first education. However it has not given it high priority within the demands upon education resources. For this Action Plan the following rights for ECE are acknowledged:

- The Right to Pre-school Education
- The Right to be taught by trained ECE teachers
- The Rights of Parents' involvement
- The Rights to Safe Learning Environment

The Vanuatu Pre-school Association, UNICEF, Save the Children Fund – Australia, and various NGO's have played vital role in developing and monitoring this sector. The pre-schools are set up by parents and are independent, and in urban areas some are established in primary school premises. The Vanuatu Pre-school Association monitors 450 pre-schools and their programmes in Vanuatu.

The national Pre-school age population (age 3-5years) at the 1999 population census was 17,168 and will continue to rise an annual rate of 2.6 percent. The 2001 school statistics indicates that only 8,710 were enrolled.

The Pre-School Association is addressing the problem of a high teacher turnover, which is partly the result of little incentive for them to work in the communities. The Pre-school Association has also ascertained that somewhere between 600 and 1000 children (estimates by the National Pre-school Association) in the urban areas are not able to attend pre-school and there is also concern about substandard quality of infrastructure, learning and teaching facilities.

The Pre-School Association has been reasonably successful in attracting donor funding, at least on a short term basis. For the long-term planning of ECE in Vanuatu, the government must develop its involvement to a much greater extent.

#### **Problems Identified:**

**1.1 Poor infrastructure and low carrying capacity of existing urban pre-schools;**

**1.2 Existing teacher training programme takes time to be delivered and is very basic**

**1.3 Poor learning and teaching facilities**

**1.4 No Incentives for teachers**

**1.5 Lack of Government commitment in appointing Provincial Pre-school Co-ordinators through the Public Service Commission**

**1.6 Lack of co-ordination between the Primary Teacher-Training Institute and the Ministry Pre-school Section**

**1.7 Lack of knowledge about HIV/AIDS amongst teachers and parents**

**1.8 By 2005 all children should go to Preschool before Yr 1 (poor communities to be subsidised)**

**Problem 1.1: Poor Infrastructure and Low carrying capacity of existing urban pre-schools**

The urban pre-school population (approximately 1,400) is increasing at annual rate of 4.2 percent. In most of the urban schools over 30 children enrol in one class, which is well over the standard ratio which is 17:1 (National standard). With the intense pressure of the growing age group, it is predicted that at least 250 children in the two main urban areas will not be able to enter pre-school at the appropriate age, by the year 2003 if no immediate action is undertaken. A further 750 children will continue to attend pre-schools which are sub-standard.

**Proposed Reforms / actions required for problem 1.1:**

A joint existing schools capacity review of urban schools has recommended the following reforms;

- 1.1.1. Establishing 17 new pre-schools in Port Vila and Luganville using standard designs.
- 1.1.2. Expanding the carrying capacity of existing 17 schools to meet standards approved.
- 1.1.3. In the rural areas the infrastructure problem can be solved by completion of coverage by the existing Pre-school Improvement Programme, begun in 1999.

<b>Actions required for problem 1.1</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
1. 1.1 Establishment of 17 new pre-schools	2004 – 2005	Pre-school Co-ordinator – Urban (PSCU)	National Pre-school Co-ordinator (M o E) - NPSC	Completion of buildings by 2006
1.1.2. Upgrading of facilities and resources	2004 – 2005	“	“	A document specifying Completion of upgrades
1.1.3. Completion of existing pre-school improvement program	2003 - 2006	6 Provincial Pre-school Co-ordinators (PPSC)	NPSC	Completion of building component of current Rural Pre-school Development Programme by

				2007
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Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1.1.1 Establishment of 7 new pre-schools					18.1 m			
1.1.2. Upgrading of facilities and resources	EU 5 m		65.5 m					
1.1.3. Completion of existing pre- school improvement program	NZHC 3 m		2.7 m		2.7 m		2.7 m	

**Remarks:**

**Problem 1.2: Existing teacher training programme takes time to be delivered (6 more years) and is very basic**

**Text:** The current training programmes conducted by the Association are very basic simply because the majority of teachers – 58 percent are Year 6 leavers. The training programmes therefore are more practical and seen to be of the standard desired by the communities.

**Proposed reforms / actions required for problem 1.2:**

To maintain consistency, the PSAV must;

1.2.1 Complete the delivery of the teacher-training component of the Pre-school Development Programme all rural and urban schools.

In the long run the Association must;

1.2.2 Develop a professional six-month college-based teacher-training course for high school leavers and in-service teachers wishing to pursue a career in pre-school education by reviewing and adopting USP certificate and diploma programmes. Find funding for teachers to attend USP.



<b>Actions required for problem 1.2</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
1.2.1 Completion of teacher training component	2004 - 2008	VNPSA / MoE	NPSC	Report produced on teacher training program
1.2.2. Develop college-based teacher training		NPSC/VIOE	NPSC/VITE	

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
1.2.1 Completion of teacher training component	See 1.1.3							
1.2.2 Develop college-based teacher training							<b>After 2008</b>	

Remarks: 1.2.2. after 2008

### **Problem 1.3: Poor learning and teaching facilities**

**Text:** The Improvement programme in 1999 was implemented mainly in rural schools. In the urban areas many of the existing pre-schools have very poor facilities. Buildings are small, there are not enough play and learning materials and there are no safe or properly equipped outdoor play areas. Low rate of fee payment, high cost of manufactured toys and other play materials, poor support by parents and committees, teachers' lack of knowledge and teachers' poor management skills are major reasons.

#### **Proposed Reforms / actions for problem 1.3:**

It is proposed that Pre-school Improvement programmes must be extended to the urban schools.

- 1.3.1 Extend the toy-making and facility improvement components of the current Pre-school Improvement Programme into the urban schools.

<b>Actions required for problem 1.3</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
1.3.1 Extend improvement programmes to urban schools	2004 - 2007	3 Co-ordinators	NPSC & VPSA	Report on improvement programmes by 2007

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
1.3.1 Extend improvement programmes to urban schools								

Remark: Training is included in the infrastructure budget, see 1.1.1

#### **Problem 1.4: No incentive for teachers**

**Text:** Pre-school teachers are normally paid by the community or privately employed. A total of 671 have undergone pre-school training by the Pre-school Association of Vanuatu. 58 percent of the teachers are year 6 leavers, 35 percent year 10 and only 1 percent year 12 graduates. Being a pre-school schoolteacher is not a very attractive carrier in Vanuatu. In the rural areas where communities find it difficult to support teachers financially, there is a turnover rate as high as 50 percent. Mature, dedicated teachers will keep teaching unpaid for some time, but young teachers quit teaching if there is no financial reward for their efforts.

The Ministry of Education maintains that pre-school education will continue to be managed by the Association and assisted where possible by the government.

#### **Proposed reforms / actions required for Problem 1.4:**

The MoE and the Pre-School Association must;

- 1.4.1 Review their agreement to ensure grants provided also cater for licensed or recognised teachers' incentives. The incentives or payment will only be made if the pre-school facilities are up to standard and licensed.

<b>Actions required for problem 1.4</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>

1.4.1 Review of agreement	2004	VPSA/MoE/	NPSC/MOE	A signed new agreement
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Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1.4.1 Review of agreement								
Trained Teachers Allowances (5,000 VT per month)			<b>21 m (350 tchers)</b>		<b>26.4 m (440 tchers)</b>		<b>30 m (530 tchers)</b>	

### Remarks:

#### **Problem 1.5: Lack of Government commitment in appointing Pre-school Pre-school Coordinators through the PSC**

**Text:** Poor co-ordination and follow up programmes of pre-school is caused by lack of full time employees and other resources required to deliver such services. The government is currently employing a full time national co-ordinator and yet to take on board the provincial pre-school co-ordinators. The 3 million vatu per annum Ministry grant is not sufficient to cover the salaries and travel costs of the 6 PPSCs to all schools.

#### **Proposed reforms / actions for Problem 1.5:**

- 1.5.1 The Ministry of Education must directly or indirectly ensure that;
  - 6 Provincial Pre-school Co-ordinators are permanently employed
  - 2 Urban Pre-school Co-ordinators are recruited
- 1.5.2 The Ministry monitors the work of the 8 co-ordinators through the National co-ordinator.
- 1.5.3 The co-ordinators play more active role in community awareness, co-ordination and follow up programmes.

Actions required for problem 1.5	Timeframe	Responsibility	Monitoring	Progress Indicator
1.5.1 Employment of 8 full time co-ordinators	2003	M o E	VPSA, Director Primary and Administrative services	Appointments made & Budget in place by 2003
1.5.2 Monitoring and co-ordination	2004	Division of Primary Education	NPSC	
1.5.3. Co-ordinators active role	2004 onward	All Pre-school co-ordinators	Provincial Co-ordinators	Reports of the programmes

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1.5.1 Employment of 8 full time co-ordinators		Costs for 6 coordinators	Costs for 2 coordinators (see 1.1.1)	Costs for 6 coordinators	Costs for 2 coordinators (see 1.1.1)	Costs for 6 coordinators		Costs for 8 coordinators
1.5.2. Monitoring and co-ordination								
1.5.3. Co-ordinators active role	See 1.1.3							

**Problem 1.6: Lack of co-ordination between the Primary Teacher-Training Institute and the Ministry Pre-school Section**

**Text:** Year 1 primary school teachers do not have an understanding about pre-school education. This is shown by their unrealistic expectations of children entering year 1 from pre-school. There are no lines of communication between the M o E Pre-school Section and the Primary Teacher-Training Institute personnel.

**Proposed reforms / actions for problem 1.6:**

- 1.6.1 A unit on pre-school education should be added to the Primary Teacher Training Institute Curriculum, and should be delivered by the NPSC or a person appointed by her.

Actions required for problem 1.6	Timeframe	Responsibility	Monitoring	Progress Indicator
1.6.1 Addition of pre-school education to primary teacher training institute curriculum	2004 - 2006	M o E	NPSC	Pre-school Ed Unit added to PTTI Curriculum by 2004

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local

1.6.1 Addition of pre-school education to primary teacher training institute curriculum			200,000					
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**Problem 1.7: Lack of knowledge about HIV/AIDS amongst teachers and parents**

**TEXT:** As in the field of health, countries work together to reach the goal for health for all. In the field for education, we collaborate to achieve education for all, recognising that the vision of “keeping Vanuatu Healthy from HIV/AIDS and other infectious diseases will significantly contribute to achieving the EFA goals. Good health support successful learning and vice-versa. Education and Health are inseparable. There is already considerable campaign and awareness by the Ministry of Health and other NGOs notably the Wan Smolbag theatre.

**Proposed Reforms/ actions required for problem 1.7:**

The issue of addressing health issues is multi sectoral and here are the proposed strategies.

- 1.7.1 Launching of the Vanuatu guidelines for Health Promoting Schools in pre-schools.
- 1.7.2 Support of the Government and NGOs effort to keep the pre-school children healthy

Actions required for problem 1.7	Timeframe	Responsibility	Monitoring	Progress Indicator
1.7.1 Launching of guidelines	2003	Department of Primary and Special Education	MoH/MoE	Reports in 1 or 2 meetings
1.7.2. Support the work of the Government and other NGOs	2003	MoE / EFA	MoE / EFA	Progress reports

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1.7.1 Launch of guidelines								
1.7.2 Support the work of the Government and other NGOs								

Remarks:

1. BELS program could cover the HIV/Aids issue with parents; all parents (from birth through to primary school) could attend
2. Pre-schools have health, hygiene and safety rules

**Problem 1.8: By 2005 all children should go to Preschool before Yr 1 (poor communities to be subsidised)**

This aim is contingent on progress made in solving all prior problems, such as the necessary facilities and teacher and teaching resources being available island wide. The aim of achieving this by 2005 may be very ambitious, but it sets a timeline to which stakeholders can work to. Given sustained support by communities, government and donors, the goal can be achieved.

**Proposed Reforms/ actions required for problem 1.8:**

- 1.8.1 Establish system of subsidies for poor communities
- 1.8.2 Push ahead with sustainable development until universal access is achieved
- 1.8.3 Maintain quality of universal access

Actions required for problem 1.8	Timeframe	Responsibility	Monitoring	Progress Indicator
1.8.1 Establish system of subsidies for poor communities	2003-2005	Preschool, Association MoE	EFA Forum	Degree of access in poor communities
1.8.2 Push ahead with sustainable development until universal access is achieved	2003-2005	Preschool, Association MoE EFA Forum	EFA Forum MoE Statistics	Degree of universal access (MoE statistics)
1.8.3 Maintain quality of universal access	2005 onwards	Preschool, Association MoE EFA Forum	MoE Quality Assurance Unit	Regular QAU reports

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1.8.1 Establish system of subsidies for poor communities								
1.8.2 Push ahead with sustainable development until universal access is achieved								
1.8.3 Maintain quality of universal access								

Remarks:

## **2. EFA Goal ii – Vanuatu Priority 2**

**Ensuring that by the year 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete, free and compulsory primary education of good quality.**

### **Background information:**

Universal basic education to year 8 remains the government's first priority. It is the basic fundamental right for all children though it is not compulsory. In this Action Plan the Human Right is

- The Right of Access to basic and secondary education

The basic education system currently is 6 years and the government has in 2002 introduced the Community Secondary Schools (CSSs) which enable all students to attend another 2 years for life skills training. As of 2003 there were some 51 such CSSs which in effect are expanded Primary schools with Y7 and Y 8 attached. Not all primary schools will turn into CSSs, especially those very small ones in remote areas and which will continue to provide reduced programmes (some to Y6, some to Y5, and some that offer alternate years only).

The 2003 draft MoE policy reviews basic education as follows:

The concept of Basic Education is founded on the right of every citizen to have access to education in order to acquire knowledge and develop his/ her transversal, personal and interpersonal competencies, so that the person may become an active member of society. It is the aim of the Government, within the limits of the financial resources available, to continue to provide 10 years of Basic Education for all, as approved by the Council of Ministers. Basic Education begins with 2 years of pre-school, followed by 8 years of Primary Education. This structure will be introduced nationally from 2004.

It is the Government's aim to continue to improve free access to Basic Education for Year 1 to Year 8. It is the responsibility of the parent's to ensure that all children enter Pre-school before commencing Primary Education at six (in remote areas six-seven) years of age.

In keeping with the Government's objective that all citizens of the Republic will be bilingual in English and French, the teaching language in schools shall be English or French. The use of the local vernacular is encouraged and shall be used in Pre-schools and, increasingly, in Basic Education, where the use of vernacular is encouraged in all subjects except mathematics, physics and chemistry, and English and French. In selected schools the Minister may define Bislama as a vernacular and it may also be used in Secondary schools with the authorisation of the Ministry of Education.



The division of Schools and Professional Services shall plan and manage the overall programmes of Pre-school, Special, Primary and Community Secondary Education. The major activities include, but are not limited, to teachers' working conditions, teacher posting, overall administration, management and development of schools.

The development of the Country's Pre-Schools shall be the responsibility of the Communities assisted by the Vanuatu Pre-School Association. The Government shall, in addition to paying the salary of the National Coordinator, continue to pay a grant to the Vanuatu Pre-School Association for its operations and the employment of the Pre-school Coordinators. The Ministry of Education is responsible for monitoring the work of the Pre-school Association.

The development of Primary schools shall be the mutual responsibility of the Government and the Communities. The Government is responsible for curriculum development, teacher training and teacher deployment, and for monitoring the standard of education. The primary responsibility of the communities is to secure adequate schools facilities for teaching and learning.

The Y6 exam (to be replaced in 2004 by a Y8 exam) is a gate keeping tool for entry into secondary schools, but may fail to be an accurate measurement for educational achievement at Y6/Y8. Previous PILL tests have suggested that achievements are well below the desired level, and as such advancement to the secondary level is without adequate basis.

Vanuatu does not have ethnic problems but there is an imbalance of quality education services in the urban, rural and very remote areas. The other problem is the high associated cost of sending kids to school. In the urban areas the unemployed and the very low-income earners are disadvantaged by very high associated costs which include transportation, student contribution or school fees and material costs.

There are 1537 (2002 figure) primary school teachers of which 78 percent are qualified. Qualified teachers are frequently reluctant to teach in remote or isolated schools due to poor housing conditions, lack of communication and other basic services as health.

The basic education school age population (5-12 years old) is 41,660 meaning that some 16 percent is not attending school. For those enrolled there is a lack of data on drop-out rates and repeaters. The attendance of school by sex shows 81.6 percent of the female population aged five and above was attending school compared to 85.1 percent of the male population.

Unfortunately the government has done very little directly for the disabled within the education system apart from recently employing a permanent officer who will be implementing the actions proposed in the Education Master Plan.

**Problems identified:**

- 2.1 Accessibility problem of schools in both urban and rural areas;**
- 2.2 Insufficient number of qualified primary school teachers;**
- 2.3 Lack of vernacular education (see implementation via WB report and Education Master Plan, 1999; also liaison with National Language Commission)**
- 2.4 Lack of learning and teaching materials;**
- 2.5 Parents continue to pay contribution fees**
- 2.6 Lack of data on progress of enrolled students, i.e. educational mile stones, drop-out rates and repeaters**
- 2.7 No provision for the education of children with special needs in the school system**
- 2.8 Keeping Vanuatu Healthy**

**Problem 2.1: Accessibility problems in both urban and rural areas**

**Text:** The population of Vanuatu is growing at an annual rate of 2.6 percent. The urban population on the one hand is rising at a much rapid 4.2 percent. High rate of population growth forces annual intake rate increases of 10 percent. Despite of the high enrolment rate, there were still some 6,500 children not entering primary school as indicated by the 1999 national population census report.

Annual school mapping reports show 95 percent with poor classroom building conditions. All rural schools have at least one temporary (thatch roof and bamboo walls) or semi-permanent building and barely resist cyclones. A recent (2003, Sperlich et al)) School Survey of the TORBA province shows an alarming picture of very poor service delivery. Access to the existing schools is a major problem, especially in bad weather and due to long distances that school children have to cover to get to and from school.

Access in urban areas is a problem for the urban poor who have neither the means nor the motivation to send their children to schools even if they are nearby. Even so many of the urban schools are vastly overcrowded.

**Proposed reforms / actions for problem 2.1:**

The problem of urban areas would be solved by;

- 2.1.1 Establishment of 8 new Primary schools
- 2.1.2 Expansion and rehabilitation of 14 existing primary schools

<b>Actions required for problem 2.1</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
2.1.1. Establishment of 8	2005 - 2009	MOE	Directors, Primary and Planning	Document on physical

new Primary schools				establishment on completion
2.1.2 Expansion of 14 existing primary schools	2004 - 2007	MOE	Directors, Primary and Planning	Document on physical expansion once project is completed

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2.1.1. Establishment of 8 new Primary schools								
2.1.2 Expansion of 14 existing primary schools								

### **Problem 2.2: Insufficient number of qualified primary school teachers**

**Text:** Though 50 teachers are graduating annually at the Vanuatu Institute of Education (VITE), the 2002 schools statistics show that 33 percent of the primary school teachers have not undergone any teacher training. On average the current national student/teacher ration is 24. Note that some schools, in particular the urban schools have over 40 students per class. In rural areas the community based schools have no choice but to employ extra teachers for the expanding classes, but they cannot afford trained teachers, so continue with the practise of providing temporary employment to local teachers (who at best are retired local teachers or enthusiastic amateurs or at worst are young untrained school-leavers with little understanding about their role as a teacher).

#### **Proposed reforms / actions for problem 2.2:**

To increase the number of qualified teachers;

- 2.2.1 The Ministry must review its school fees policy at VITE.
- 2.2.2. VTC to develop and conduct pre and in-service training and pre-training packages;
- 2.2.3 Increase number of primary school teacher trainers.

Actions required for problem 2.2	Timeframe	Responsibility	Monitoring	Progress Indicator
2.2.1. Review fees policy	2004 - 2008	MOE	VIOE/DPPS/DAF S	Free Training
2.2.2.	2003 - 2004	MOE	Director, VIOE	Program document

Development training programs				produced by 2004
2.2.3. Increase number of primary school teacher trainers	2003 - 2007	MOE	Director, VIOE, Administration	Increase enrolment

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2.2.1. Review fees policy	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
2.2.2. Development of training programs								
2.2.3. Increase number of primary school teacher trainers								

**Problem 2.3: Lack of vernacular education (see implementation via WB report and Education Master Plan, 1999; also liaison with National Language Commission)**

**Text:** Poor educational achievement and relatively high drop-out rates can be blamed on the fact that almost no students are speakers of English or French, which nevertheless are the media of instruction at primary level. Research in many countries has shown that a child learns best at first in its native language, and if necessary in a metropolitan language later on. For Vanuatu the Education Master Plan 1999 presents many arguments in favour of vernacular education and proposes means to implement such a policy. The Ministry must take firm steps towards increasing strongly the use of vernacular in Primary and Secondary Education, as indicated in the Education policy document.

**Proposed reforms / actions for problem 2.3:**

2.3.1 Implement recommendations made in the report by Terry Crowley (2000) Vernaculars in Education in Vanuatu and as outlines in the 1999 Education Masterplan; consider recommendations made by John Lynch (1996) The Banned National Language: Bislama and Formal Education in Vanuatu

<b>Actions required for problem 2.3</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
2.3.1	2003 - 2010	MoE, National Language Commission	National Language Commission	Sustained operation of vernacular education by 2005

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
2.3.1								

#### **Problem 2.4: Lack of learning and teaching text materials;**

**Text:** The centralised and currently low capacity printing services of the Ministry of Education is one major contributing factor to the above problem. Shipment of books to schools in the provinces is the second complicated issue because the government does not own nor operate the domestic fleets. Since the languages of instruction continue to be English and French, there is heavy reliance on texts donated by overseas institutions. Unfortunately many of these texts are ill-suited for education in Vanuatu, especially as these texts do not consider the ESL/EFL language barriers.

#### **Proposed reforms / actions for problem 2.4:**

These problems would be addressed by;

- 2.4.1 Establish a printing and distribution centre in Luganville
- 2.4.2 Strengthening of the storage areas in the provinces
- 2.4.3 Establish in each zone center a permanent storage area.

<b>Actions required for problem 2.4</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
2.4.1. Establishment of printing centre	2004 - 2005	MOE	Director, VIOE, Planning	Physical establishment of the printing centers by 2005
2.4.2. Strengthening of storage areas	2004 - 2008	MOE	Director, Primary and Administration	Storage policy in place by 2004
2.4.3. Establishment of	2004 - 2008	MOE	Principal Architect	Annual Report of the project

permanent storage areas				
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Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2.4.1. Establishment of printing centre								
2.4.2. Strengthening of storage areas								
2.4.3. Establishment of permanent storage areas								

### **Problem 2.5: Parents continue to pay school contribution fees**

**Text:** Though the current government has a free education policy, parents continue to pay child contribution fees ranging from 5 thousand to 20 thousand Vatu per school year. The school committee, depending on the administrative overhead costs of the school, decides the fees. In some schools the school committee disciplines children for non-payment.

Apart from these fees parents also contribute by raising further school funds, providing labour, materials, building and maintenance of schools.

Such levies are a severe burden for the poorer parents and school fees are considered by many to be the main obstacle for student enrolment and progress through the school years. Some education experts see this as creeping privatisation of basic education whereby the richer communities will reap all the rewards.

While the MoE has a system for subsidising school fees, it lacks in transparency and only serves to mitigate the most severe cases (as in natural disasters).

### **Proposed reforms / actions for problem 2.5:**

To ensure a complete free basic education the Ministry has to;

2.5.1 Seek donor and NGO grants to cover school fees for disadvantaged students

2.5.2 Decentralise the financial system and ensure differential school grants from MoE (e.g. New Zealand model)

Actions required for problem 2.5	Timeframe	Responsibility	Monitoring	Progress Indicator
2.5.1. Seeking of donor grants	2004 -2007	Minister of Education	Director General	Full report of the grant
2.5.2. Decentralisation of financial system	2004 -2005	MOE	Director General, Director Administration	Decentralised financial system by 2005

Budget VUV	2004		2005		2006		2007	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2.5.1. Seeking of donor grants								
2.5.2. Decentralisation of financial system								

**Problem 2.6: Lack of data on progress of enrolled students, i.e. educational mile stones, drop-out rates and repeaters**

**Text:** Education planning relies to a large degree on reliable statistics; hence the lack of specific education data hinders development. While even Y1 enrolment data has only some 80% coverage, there is a real paucity of data on student progress through to Y6 (now Y8 for top-up schools), i.e. dropout rates, repeaters and educational achievement in terms of tested mile stones, especially for literacy and numeracy. Rough data suggests that drop-out rates are far too high and that real educational achievement lags far behind international expectations.

The newly proposed Quality Assurance Manual for Schools (2003) envisages the collection of such data as a priority.

**Proposed reforms / actions for problem 2.6:**

2.6.1 Improve educational data gathering and statistical analysis via a statutory office and policy

Actions required for problem 2.6	Timeframe	Responsibility	Monitoring	Progress Indicator

2.6.1	2004 - 2007	MoE, Statistics Office	MoE Annual Reports	Complete set of data by 2005
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Budget VUV	2004		2005		2006		2007	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2.6.1								

### **Problem 2.7. No provision for education for children with special needs**

**TEXT:** The Ministry of Education is currently employing a full time officer who shall focus on special provision in schools for children with learning problems or with intellectual, sensory or physical disabilities. The table below shows the number of disabled children by province, 1998. The Vanuatu Society for Disabled People is an important NGO that can offer policy input and moderate progress.

Province	No. of Disabled Children	No. in School	Percentage in School
Torba	17	0	0
Sanma	47	6	12.7
Malampa	43	8	18.6
Penama	33	1	3
Shefa	69	17	24.6
Tafea	62	3	4.8
<b>Total</b>	<b>271</b>	<b>35</b>	<b>12.9</b>

### **Proposed Reforms / Actions for Problem 2.7.**

The following recommendations would build on the existing situation to make provision for over 834 children with special needs, thus making a positive move towards achieving education for all. Further research is needed for establishing special schools for those who cannot be mainstreamed, e.g. schools for the blind and deaf, the severely physically disabled.

- 2.7.1 Revive a component in the initial training programme for primary teachers and introduce one for secondary teachers on remedial teaching and the provision for children with special needs within classroom at the VITE program; promote attendance for USP courses on special education
- 2.7.2 Designate primary school as the centers for disabled mainstreaming education
- 2.7.3 Devote capital resources and make physical provision for disabled in all schools

<b>Actions required</b>				
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for problem 2.7	Timeframe	Responsibility	Monitoring	Progress Indicator
2.7.1. Revive component special needs	2004	VIOE, Primary Education	VITE, Special Education officer	Curriculum incorporated in to VITE program
2.7.2. Set up centers for disabled education	2004	MOE	Director General	Centers established
2.7.3. Devote capital resources and physical provision	2003	MOE, VSDP	Special Education Officer	Resource and physical facilities available in schools

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2.7.1. Revive component special needs								
2.7.2. Set up centers for disabled education								
2.7.3. Devote capital resources and physical provision								

### **Problem 2.8: Keeping Vanuatu Healthy**

**TEXT:** Health policies mandating a healthy, safe and secure school environment guaranteeing equal rights and opportunities and regulating the provision of skills –based health education and health services, are the blueprints for action necessary to harness the potential of health to improve the education. The process of developing and agreeing upon such policies draws attention to the link between health status and educational outcomes and encourages the participation of a wide array of community-based partners.

Health officials and providers are necessary partners in this endeavor, but experience has shown that the education sector must lead, and retain overall responsibility for, the development, implementation and enforcement of health policies in schools. This requires the allocation of both human and financial resources. FRESH recommends that responsibility and authority for school health programmes be designated at every level of education planning and administration possible. This is the essential step toward a successful school health program.

#### **Proposed Reforms / actions required for problem 2.8:**

Since Vanuatu has in place its Health promoting policies, the following undertakings will be enforced to ensure an effective implementation.

- 2.8.1 Launching of the Health Promoting School Guidelines in the Provinces of TAFEA and TORBA.
- 2.8.2 Support the efforts of the Ministry of Health and Ministry of Education including the NGOs to keep the primary students healthy and informed.

<b>Actions required for problem 2.8</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
2.8.1. Launch of the Health Promoting School Guidelines	2003	Division of Pre-school, Primary and Special Education	MoE / MoH	Progress Report from Schools
2.8.2. Supporting Effort of MoH, MoE and other NGOs	2003 onward	MoE/ MoH	MoE/EFA	Progress report from schools

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
2.8.1. Launch of the Health Promoting School Guidelines								
2.8.2. Supporting Effort of MoH, MoE and other NGOs								

**3A. EFA Goal iii – Vanuatu Priority 3 =  
Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.**

*The Vanuatu National EFA Forum have combined EFA Goals III and IV into Vanuatu Priority 3 as both of these goals are covered under TVET.*

UP-DATE FROM DANIEL, TVET Masterplan, etc

**Background Information:**

There is a real need to strike a balance between **technical education** needed for the formal sector and **vocational and life skills (as part of non-formal education)** for the bulk of school leavers who will not find paid employment. This plan also aims to search for new ways to provide for higher education. In the Action Plan the Human Rights for Life skills are:

- The Right to technical education and vocational and Life skills programmes
- The Right of young learners to a wide variety of learning opportunities

The three National Development plans (1982-1986, 1987 –1991, 1992 – 1996) do not have a comprehensive policy on vocational and technical education. There is however an emphasis on the development of the Post Secondary Education. Non-Formal Education was left in isolation under the control of NGOs and other government departments. Until recently the initiative of bringing together Technical Vocational Education and Training (TVET) both formal and non-formal, stemmed from the EFA Forum. Now the CRP framework recognises the importance of TVET as a critical part to achieve social and economic development. The country's general development directives are outlined in the Education Master Plan (p.2) and the 2002 General Policy and Budget Directives for the Ministry of Education.

An ADB sponsored project (2003) has commissioned a Master Plan for non-formal TVET, but with possible input from the formal TVET sector, especially VIT.

The Vanuatu Institute of Technology (VIT), Vanuatu Institute of Teacher Education (VITE), Vanuatu Maritime College, Vanuatu College of Nursing, Vanuatu Police College, represent the formal TVET.

The Rural Training Centres and their Association, VRDTCA are important non-formal TVET providers. VRDTCA is an NGO that plans and develops strategies and co-ordination for training. The NFE affiliates are the women groups, the youth groups, church groups, the Foundation for the South Pacific, Vanuatu Society for Disabled, the Fishermen Association, and the Cultural Centres, World Vision and many more. VRDTCA currently support 30 RTCs in terms of management, education, materials, building infrastructure support and the training of trainers. As of 2003 VRDTCA has

entered into a Memorandum of Understanding with the American volunteer service Peace Corps to cooperate in providing much needed support to RTC and VRDTCA.

The Department of Youth Development and Training also provides co-ordination of Youth development and training through the National Youth Council. The Department also tries to ensure proper organisational development, research and planning, educational development, cultural, social and moral development, counselling and treatment, employment development, health and physical fitness.

The Chamber of Commerce is the major provider of private TVET. In addition to general education it provides the study of technologies and related science, the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. A growing private IT sector also provides training courses, notably (in 2003) the Edwards Computer Foundation in Port-Vila.

One VRDTCA report states that from the providers and facilitators' point of view only 20 percent of non-formal training needs have been addressed and the bulk of community needs are yet to be addressed.

#### **Problems identified:**

##### **3A.1 Appropriate authority**

##### **3A.2 Lack of national TVET policy for co-ordination**

##### **3A.3 Lack of national TVET system for implementation**

##### **3A.4 Lack of capacity to co-ordinate appropriately and manage TVET to meet beneficiaries needs**

##### **3A.5 Training providers capacity is inadequate to meet training demands**

##### **3A.6 Lack of co-ordination between Formal and Non-formal TVET curricular development**

##### **3A.7 Lack of qualified TVET formal and non-formal trainers**

##### **3A.8 Lack of TVET sufficient solutions and pathways for push-outs**

##### **3A.9 Keep the adults Healthy and informed**

#### **Problem 3A.1: Appropriate Authority**

**TEXT:** An appropriate Ministry fully (i.e. either MoE or MoYD&T) responsible for TVET that includes Formal, Non-Formal, Distance Learning, Adult Literacy and Special Education that ensures quality and accessibility of training to all.

TVET is an umbrella term for all technical, vocational and life-skills education and learning in Vanuatu. Systems of delivery are Formal and Non-Formal provided by variety of agencies within the categories of Government, Non Government Organisations (NGOs) and Business Sectors. It is vital to the co-ordination of various activities to have a unified Government Department under one Ministry to provide overall co-ordinating role to TVET.

Currently TVET is segmented by having the formal sector located in the Ministry of Education while the non-formal is with the Ministry of Youth Development & Training.

This does not provide the environment conducive to coordination to ensure proper usage of limited resources available to ensure maximum output to a wide sector of community in Vanuatu.

**Proposed Reforms/Actions for Problem 3A.1:**

3A.1.1 Restructuring existing Ministerial responsibility to accommodate TVET.

3A.1.2 Establishment of a TVET department or division within and responsible to the Ministry.

3A.1.3 Ensure that existing funds for TVET are transferred to the Department or Division.

<b>Actions required for problem 3A.1</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.1.1. Restructuring ministerial responsibility of TVET	2004	Vanuatu Government	Vanuatu Government	Ministry responsible established
3A.1.2. Establishment of TVET within Ministry	2004	Ministry responsible	Ministry responsible	TVET department or division established
3A.1.3. Ensure TVET funds are transferred to the department	2004	Vanuatu Government	Ministry responsible	Existing Funds secured

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3A.1.1. Restructuring ministerial responsibility of TVET								
3A.1.2. Establishment of TVET within ministry	TA 50,000	1.3 m VUV	TA 50,000	1.3 m VUV	TA 50,000	1.3 m VUV	TA 50,000	1.3 m VUV
3A.1.3. Ensure TVET funds are transferred to the department								

**Remarks:**

**Problem 3A.2: Lack of a National TVET policy for co-ordination**

**Text:** Lack of a national TVET policy also contributes to uncoordinated training programmes that are randomly engaging in training activities that are difficult to assess for quality of impact. Providers seem to be doing their own thing.

The proposed TVET Master Plan to be written by an ADB sponsored consultant in 2003 may address these issues.

**Proposed Reforms/Actions for Problem 3A.2:**

3A.2.1 Train and develop TVET representatives in Policy development

3A.2.2 Establish a national equitable TVET policy that includes formal, non-formal, distance learning, Adult literacy and special education that will maximise life-long learning opportunities for all.

3A.2.3 Establish Distance Learning Policy

<b>Actions required for problem 3A.2</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.2.1 Training TVET reps	2003	Ministry and Donors	VNTC	TVET Policy is being developed
3A.2.2. Establishment of national TVET policy	2003	Ministry responsible	Ministry responsible	Published TVET policy supported as necessary by appropriate legislation

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
3A.2.1 Training TVET reps	ADB Study tour, 42,000 Consultant 185,000							
3A.2.2. Establishment of national TVET policy	ADB 72,000		ADB					
3A.2.3 Establish Distance Learning Policy	TA	20 m VUV	TA	20 m VUV		20 m VUV		20 m VUV

### **Problem 3A.3: Lack of a national TVET system for implementation**

**Text:** TVET system is needed to facilitate TVET policy implementation. This needs to be structured into a particular Ministry preferably a unified Department whose sole responsibility is to provide co-ordination, support and monitoring of all TVET activities. This is to ensure full utilisation of resource and equitable dissemination of vocational and life-skills knowledge to all.

The proposed TVET Master Plan to be written by an ADB sponsored consultant in 2003 may address these issues.

**Proposed Reforms/Actions for Problem 3A.3:**

3A.3.1 Develop and establish a TVET system that provides maximum opportunities, through formal and non-formal approaches, to acquire appropriate life-long skills, knowledge and values for all.

3A.3.2 Help and support Rural Training Centers (RTCs) and VRDTCA

<b>Actions required for problem 3A.3</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.3.1. Establishment of TVET system that provides maximum opportunities	2003 - 2015	Ministry responsible	Ministry responsible	Document on detailed structure will be produce by 2003
3A.3.2 Help and support RTCs and VRDTCA				

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
3A.3.1. establishment of TVET system that provides maximum opportunities	ADB 50,000	60 m VUV		60 m VUV		60 m VUV		60 m VUV
3A.3.2 Help and support RTCs and VRDTCA		25 m VUV 2 m VUV from MYDT		25 m VUV		25 m VUV		25 m VUV



**Problem 3A.4: Lack of capacity to co-ordinate appropriately and manage TVET to meet beneficiaries' needs.**

**Text:** A responsive, people-centred coordination and management mechanism, answerable to the beneficiaries, would ensure equitable access to TVET.

**Proposed Reforms/Actions for Problem 3A.4:**

3A.4.1 Strengthen existing national co-ordinating bodies (VNTC and NFE Taskforce) by:

- a). Continuing to support and fund VNTC.
- b). Establishing Consultative committee.
- c). Establishing on-going funding and support for NFE Taskforce.

3A.4.2 Develop and provide appropriate training to meet beneficiaries' needs.

3A.4.3 Ensure equitable access to TVET training programmes.

<b>Actions required for problem 3A.4</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.4.1. Strengthening of VNTC and NFE task force	2003 ongoing	Vanuatu Government, VNTC, Vanuatu Government	Ministry Responsible, VNTC, Ministry Responsible	(a) Continue to support and fund VNTC (b). Established Consultative committee 2003 (b) Establish ongoing funding and support for NFE Taskforce
3A.4.2. Development of appropriate training	2003 - 2015	VNTC & NFE Taskforce	Ministry responsible	Training programs developed and implemented by 2004
3A.4.3. Ensuring equitable access to TVET programs	2003 - 2015	Ministry responsible	Ministry responsible	Enrolment indicators by 2004

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3A.4.1. Strengthening of VNTC	TA AUSAid 6 months	10 m VUV		10 m VUV		10 m VUV		10 m VUV
and NFE task force	TA NZAid	12 m VUV		12 m VUV		12 m VUV		12 m VUV
3A.4.2. Development of appropriate training	TA ADB							
3A.4.3. Ensuring equitable access to TVET programs		5 m VUV		5 m VUV		5 m VUV		5 m VUV

**Problem 3A.5: Training Providers capacity is inadequate to meet training demands.**

**Text:** Formal, Non-Formal, Distance Learning, Adult Literacy and Special Education training providers and their umbrella organisations have some resources to deliver quality TVET. There is however a lack of technical know how in management and there is a need to train trainers.

In terms of RTCs and VRDTCA a 2003 Memorandum of Understanding between VRDTCA and Peace Corps addresses many of these issues and may serve as a model for other providers.

**Proposed Reforms / Actions for problem 3A.5:**

Strengthen the capacity of Training Providers by:

- 3A.5.1 Ensuring adequate operating facilities in all training centers across Vanuatu,
- 3A.5.2 Providing management training in areas such as organisational development, strategic planning, community and business development and financial management,
- 3A.5.3 Involving professional exchange.

<b>Actions required for problem 3A.5</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.5.1 ensuring operating facilities for training providers.	2003 – 2006	Ministry responsible	VNTC	Annual report of training progress
3A.5.2. Provision of management training	2003 ongoing	Ministry responsible	VNTC	Report on training delivered
3A.5.3. Involvement in professional exchanges	2003 ongoing	Ministry responsible	VNTC	Exchange between providers program and implementation

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
3A.5.1. Ensuring operating facilities for training providers.	2.5 m VUV		2.5 m VUV		2.5 m VUV		2.5 m VUV	
3A.5.2 Provision of management training	3 m VUV		3 m VUV		3 m VUV		3 m VUV	
3A.5.3 Involvement in professional exchanges	2 m VUV	2 m VUV	2 m VUV	2 m VUV	2 m VUV	2 m VUV	2 m VUV	2 m VUV

**Problem 3A.6: Lack of co-ordination between Formal and Non-Formal TVET curricular development.**

**Text:** There is no national standardised TVET curriculum for community and rural vocational and life-skills training delivered through the Rural Training Centres. Vanuatu Rural Development Training Community Association (VRDTCA) is currently developing an integrated curriculum while the technical and vocational schools normally operated by the government have their own curriculum different curriculum which in effect is recognised by the formal sectors.

On the other hand non-formal providers may rightfully resent standardized curricula because such standardized curricula are an impediment to teaching students who have needs which are quite different from the formal education environment.

### Proposed Reforms/Actions for Problem 3A.6:

3A.6.1 Establish a national TVET curricular development and resource centre for Formal, Non-Formal, Distance Learning, Adult Literacy and Special Education.

3A.6.2 Acquire, adapt, develop and certify appropriate TVET curricular and materials.

3A.6.3 Provide training for TVET curricular developers

Actions required for problem 3A.6	Time-frame	Responsibility	Monitoring	Progress Indicator
3A.6.1. National TVET curriculum and resource centre	2003 – 2006	Ministry responsible	Ministry responsible	A fully functional national curriculum and resource centre with capability to design, adapt and disseminate curriculum and training materials established by 2006
3A.6.2. Acquire, adapt, develop and certify appropriate TVET curricular and materials	2003 ongoing	VNTC & NFE Taskforce	VNTC & NFE Taskforce	A fully functional national curriculum and resource centre with capability to design, adapt and disseminate curriculum and training materials
3A.6.3. Provider training for TVET curriculum developers	2004 ongoing	Ministry responsible & Scholarship	VNTC	Increased in number of qualified TVET curricular developers

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3A.6.1. National TVET curriculum and resource centre establishment	AUSAid 25,000			2 m VUV		2 m VUV		2 m VUV
3A.6.2. Acquire, adapt, develop and certify appropriate TVET curricular and materials	AUSAid VIT ISP			8 m VUV		5 m VUV		3 m VUV
3A.6.3. Provide training for TVET curriculum developers	AUDAid NZAid	5 m VUV		5 m VUV		2 m VUV		2.5 m VUV

### **Problem 3A.7: Lack of qualified TVET formal and non-formal trainers**

**Text:** The Rural Training Centres employ experienced but out of job or retired workers who may not acquire any specific technical teaching skills. For the formal TVET, similar circumstances emerge and most teachers are sent on short courses overseas just to enable them deliver the courses effectively.

For the RTCs there will be (from 2003 onwards) support via Peace Corps volunteers who will train trainers via provincial workshops.

### **Proposed Reforms/Actions for Problem 3A.7:**

3A.7.1 Establish a national TVET Trainer courses and centre for Formal, Non-Formal, Distance Learning, Adult Literacy and Special Education training.

3A.7.2 Develop a national TVET Trainer Certificate/ and or Diploma.

3A.7.3 Provide training for trainer of TVET.

<b>Actions required for problem 3A.7</b>	<b>Time-frame</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.7.1. Establishment of National TVET trainer courses	2003 ongoing	VNTC	VNTC	Relevant trainer training courses available for all TVET instructors at all levels.
3A.7.2. Development of National Trainers certificates and or diploma	2003 - 2010	VNTC	VNTC & providers	Appropriate TVET trainer qualification system in place
3A.7.3. Provide training for trainer for TVET	2003 ongoing	Providers	Providers	Qualified trainers

Budget in VUV	2003		2004		2005		2006	
3A.7.1. Establishment of National TVET trainer courses	ADB 6,000 AUSAid 28,000	4 m VUV		4 m VUV		4 m VUV		4 m VUV
3A.7.2. Development of National Trainers certificates and or diploma	AUSAid NZAid	2 m VUV		2 m VUV				
3A.7.3. Provide training for trainer for TVET	ADB 10,000 NZAid	5 m VUV		5 m VUV				

**Problem 3A.8: Lack of TVET solutions and pathways for school leavers (at Y6/8) and drop-outs**

**Text:** The concern is for over 60 percent of pupils who after completion of Y6 or Y8 have no access to further education due to lack of capacity. Such capacity narrows again in the transition from Junior Secondary to Senior Secondary. There is lack of emphasis to ensure that there is formal pathway for their future through the non-formal education system. Students inclined for TVET should in the future have a pathway for Y9 to Y11 via technical schools or RTCs so they can catch up with VIT at Y12.

**Proposed Reforms/Actions for Problem 3A.8:**

3A.8.1 Develop a national certificate, which combines:

- Life –skills
- Basic education
- Practical or Technical skills

3A8.2 NFE skills training

Actions required for problem 3A.8	Time-frame	Responsibility	Monitoring	Progress Indicator
3A.8 1. Development of National Certificates	2003		Providers Taskforce	National certificate is accredited and available to training providers by 2004
3A8.2 NFE skills training				

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3A.8.1, Development of National Certificates	AUSAid	Incl. in normal budget		Incl. in normal budget		Incl. in normal budget		Incl. in normal budget
3A8.2 NFE skills training	8 m VUV	Incl. in normal budget		Incl. in normal budget		Incl. in normal budget		Incl. in normal budget

### **Problem 3A.9: Keep adults healthy and informed**

**TEXT:** Health promotion and the prevention of health problems are at the core of skills based health education. Modern approaches to skill-based health education, founded on research findings and recent programme experience, go significantly beyond the delivery of scientific information about disease processes. Skills based health education helps young people acquire beliefs, values, life skills and services they need for emotional and psychological well being as well as physical health.

It results in the adoption of habits that reduce the risk-taking behavior associated with HIV/STD infection, unplanned pregnancy, drug and alcohol abuse, violence and injury. Armed with such important health related knowledge, attitudes, values and skills, individuals are more likely to adopt and sustain a healthy lifestyle not only during the school years, but also for the rest of their lives.

#### **Proposed Reforms / actions required for problem 3A.9:**

The Ministry of Health in collaboration with the Ministry of Education will develop and implement a programme on adult reproductive health funded by the WHO. This programme will cover aspects of adult reproductive health and education. To ensure its success the Ministry of Education through the EFA will ensure:

##### **3.A.9.1 Support for Adult Reproductive Health programs in schools**

<b>Actions required for problem 3A.9</b>	<b>Time-frame</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.9.1 Support for Adult Reproductive Health	2003 onward	MoH/MoE	MoH/MoE	Progress Report on implementation by EFA jointly with MoH

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3A.9.1 Support for Adult Reproductive Health	10 m VUV	5 m VUV	10 m VUV	5 m VUV	10 m VUV	5 m VUV	10 m VUV	5 m VUV

### 3A.10 Accreditation of formal and non-formal programs

While formal TVET providers are covered by Education Acts, and while all primary and secondary schools are registered, there is no system in place for both formal and informal TVET providers to have their programs and qualifications accredited. Such coordination and quality control may be undertaken in future by the Vanuatu National Training Council.

#### Proposed Reforms / actions required for problem 3A.10:

Actions required for problem 3A.10	Time-frame	Responsibility	Monitoring	Progress Indicator

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local

### 3A.11 Include TVET coordination in Provincial Education Board policies

As decentralization in education proceeds, TVET should follow suit and may best be accommodated within the Provincial Education Offices. Coordination of both formal and non-formal TVET can be achieved, but without imposing formal solutions on the non-formal sector.



**Proposed Reforms / actions required for problem 3A.11**

3A.11.1 Provide Human Resources for all 6 provinces

<b>Actions required for problem 3A.11</b>	<b>Time-frame</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3A.11.1 Provide Human Resources for all 6 provinces				

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
3A.11.1 Provide Human Resources for all 6 provinces	15.5 m VUV							

**3B. EFA GOAL iv – Vanuatu Priority 3 =  
Achieving a 50 percent improvement in levels of adult literacy by 2015, especially  
for women, and equitable access to basic and continuing education for all adults**

*The Vanuatu National EFA Forum have combined EFA Goals III and IV into Vanuatu Priority 3 as both of these goals are covered under TVET in the education of the country.*

The improved and equitable access to basic and continuing education for adult literacy is a fundamental right.

**Problems identified:**

**3B.1 Poor numeracy and literacy programmes in the communities (lack of baseline survey)**

**3B.2: Lack of a co-ordinated generic monitoring and evaluation system**

**3B.3: No centralized data bank system**

**3B.4: Lack of provision for disabled education**

**3B.5: Insufficient allocation of funds to TVET**

**3B.6: No sustainable funding sources**

**Problem 3B.1: Poor numeracy and literacy programmes in the communities**

**Text:** It is difficult to determine the adult literacy rate because the government does not have sufficient resources to collect data. Secondly, the forum is faced with difficulty defining the term “literacy”, as members are very much aware of complicated multi-lingual situation of Vanuatu, which means that literacy and numerical knowledge acquired in indigenous languages may be quite different to literacy and numeracy rates of English and French as international languages of communication.

As of July 2003 UNESCO has approved the start-up phase of a national literacy survey to be led by Helen Tamtam of USP. An international panel of experts has met in September 2003 to advise. Expected completion date is 2004.

**Proposed Reforms/Actions for Problem 3B.1:**

3B.1.1 Conduct an inaugural survey of literacy levels nation wide, and then at least every five (5) years (including capacity of school leavers whose skills have atrophied). Follow recommendations as set out for surveys in Vernaculars in Education in Vanuatu (2000) by Terry Crowley in association with a proposed EFA Research Initiative

3B.1.2 Appoint literacy and language coordinator

3B.1.3 Conduct intensive community awareness programmes on the importance of literacy.

<b>Actions required for problem 3B.1</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3B.1.1. Conduct a nation-wide survey on literacy	2003	Statistics Office SIL, USP, World Vision	NFE and USP Taskforce	An update report on adult literacy published by 2004
3B.1.2 coordinator	2004	MoE	USP	
3B.1.3. Community program on adult literacy	2005	Ministry Responsible	Ministry Responsible	An improvement on literacy rate – community workshops To be run

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
3B.1.1. Conduct a nation-wide survey on literacy	9.1 m UNESCO (4 m)		5.1 m					
3B.1.2. coordinator								
3B.1.3. Community program on adult literacy					30 m			

### **Problem 3B.2: Lack of a co-ordinated generic monitoring and evaluation system**

**Text:** *A national monitoring and evaluation mechanism would provide qualitative and quantitative information on the delivery and appropriateness of TVET's Formal, Non-Formal, Distance Learning, Adult Literacy and Special Education.*

#### **Proposed Reforms/Actions for Problem 3B.2:**

3B.2.1 Develop a coordinated monitoring and evaluation system for TVET's formal, non-formal, distance learning, adult literacy and Special education based on generic values, needs and skills assessment.

3B.2.2 Train TVET providers to use system and collect appropriate information.

<b>Actions required for problem 3B.2</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3B.2.1. Development of TVET monitoring and evaluation system	2004 - 2006	VNTC & Training Providers	VNTC & Training Providers	Monitoring and evaluation established by 2005
3B.2.2. Training of TVET providers	2005	VNTC & Training Providers	VNTC & Training Providers	Training plan of the system produced by 2004

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3B.2.1. Development of monitoring and evaluation system								
3B.2.2. Training of TVET providers								

### **Problem 3B.3: No centralized data bank system**

**Text:** Currently there is no structured data collection and monitoring mechanism for TVET which poses problems to proper planning of TVET, in particular the development of the rural training centers.

### **Proposed Reforms/Actions for Problem 3B.3:**

3B.3.1 Establish a centralized data bank system.

3B.3.2 Provide training to TVET providers to use system.

3B.3.3 Use data to plan for further development in all levels of TVET's system.

<b>Actions required for problem 3B.3</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3B.3.1. Establishment of centralised data base system	2004	VNTC & Training Providers	VNTC & Training Providers	Centralised databank system in place by 2005
3B.3.2. Provide training to TVET providers to use system	2003	VNTC	VNTC & Training Providers	Training plan of the system produced by 2005

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
3B.3.1. establishment of centralised data base system								
3B.3.2. Provide training to TVET providers to use system								

### **Problem 3B.4: Lack of provision for disabled education**

**TEXT:** TVET will take full responsibility of ensuring that all who are physically or mentally disabled are given special attention by meeting their needs through special education. It should be noted here that we also have physically disabled children who may wish to follow the formal system whose needs are addressed in priority 2.

Special needs teachers should avail themselves of courses run by USP.

### **Proposed Reforms/actions for problem 3B.4:**

3B.4.1 Work closely with Vanuatu Society for Disabled People (VSDP) to create awareness to identify the disabled and ensure conducive environment for them in schools.

3B.4.2 Provide support for VSDP with office space in PEOs and share transport and other facilities.

3B.4.3 Conduct research into the need for establishing specialized facilities for the disabled, e.g. schools for the blind and deaf and severely handicapped

<b>Actions required for problem 3B.4</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3B.4.1. Work closely with VSDP	2003 ongoing	Ministry responsible	VSDP	Work plan for disabled people developed by 2004
3B.4.2. Provide transport and facility for VSDP	“	Ministry Responsible	VSDP	A network is established between VSDP and Minister responsible
3B.4.3. Conduct research				

Budget in VUV	2002		2003		2004		2005	
	Donor	Local	Donor	Local	Donor	Local	donor	Local
3B.4.1. Work closely with VSDP								
3B.4.2. Provide transport and facility support for VSDP								
3B.4.3. Conduct research								

### **Problem 3B.5: Insufficient allocation of funds to TVET**

**Text:** *Establishment of systems for sustainable financing mechanisms to ensure continuous funding for TVET's formal, non-formal, Distance Learning, Adult Literacy and Special Education.*

### **Proposed Reforms/Actions for Problem 3B.5:**

3B.5.1 Separate government budgeting for TVET

3B.5.2 To formalise TVET structure in the appropriate government ministry (this issue is also addressed in 3A.1)

3B.5.3 Approval of the TVET legislation policies

Actions required for problem 3B.5	Timeframe	Responsibility	Monitoring	Progress Indicator
3B.5.1. Separate TVET budget	2004	Government of Vanuatu	Ministry responsible	Separate TVET budget by 2004
3B.5.2.	2003	Government of	Ministry	TVET structure formalised and

Formalise TVET Structure		Vanuatu	responsible	implemented
3B.5.3. Approval of TVET Act	2004	Government of Vanuatu	Ministry responsible	Levy Legislation developed, enacted and implemented 2004

<b>Budget in VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
3B.5.1. Separate TVET budget								
3B.5.2. Formalise TVET structure								
3B.5.3. Approval of TVET Act								

### **Problem 3B.6: No sustainable funding sources**

*Text: Funding is the biggest problem to operating in particular the rural training centers there it is anticipated that these centers should as much as possible generate their own revenue. The intention of establishing the trust fund is to assist first the centers to get started. However recent initiatives by VRDTCA and Peace Corps pay particular attention to funding and supporting Rural Training Center (Memorandum of Understanding between VRDTCA and Peace Corps signed July 2003).*

### **Proposed Reforms/Actions for Problem 3B.6:**

3B.6.1 Investigate the possibilities of setting up Trust Funds (the ADB proposal has been investigated by a MoE study tour to PNG and the Philippines in June 2003, and further steps are under review).

3B.6.2 Establish Training for management of Trust Funds.

<b>Actions required for problem 3B.6</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
3B.6.1.			Ministry	Establishment of Trust Funds

investigation of trust funds establishment	2003	Government of Vanuatu	responsible	
3B.6.2. Establish Training for management of Trust Funds	2005	Government of Vanuatu	Ministry responsible	Trust Funds established

Budget in VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3B.6.1. investigation of trust funds establishment								
3B.6.2. Establish Training for management of Trust Funds								



#### **4. EFA Goal vi – Vanuatu Priority 4**

**Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life-skills.**

##### **Background information:**

The Education Master Plan (p.4) envisaged “ improving the **management** of the education system, through the development of appropriate policies and accompanying legislation which are seen to be fair and transparent by all and which are enforced.” The problem with quality improvement is a lack of a clear and enforceable education mission. This would necessitate a well-established human resource plan and mobilisation of other resources required to achieving quality education. The government has over the past emphasised access to education and the quantitative output of the education system rather than quality.

In the Action Plan the Human Rights for Quality Education are:

- The Right to free affordable education for all
- The Right to trained qualify teachers
- The Right to safe learning environment
- The Right to Partnership with Parents
- The Right to competent, appropriate, relevant curriculum leadership from the Ministry

Quality Assurance in Education requires a clear commitment to the implementation of professional quality assurance policies and manuals. A rigorous enforcement of minimum levels of quality will lead to standards that can eventually be measured against international benchmarks.

The MoE has responded (June 2003) by setting up a working group charged with writing a Quality Assurance manual for primary and secondary schools. A EUVED sponsored review of teacher salaries includes the writing of a Teacher Service Manual (draft July 2003 by Dr Shirley Randall) which also addresses aspects of quality assurance.

##### **Problems identified:**

**4.1 Development of Country’s overall educational goals /aims**

**4.2 Lack of Quality Assurance in Education**

**4.3 Lack of financial resources;**

**4.4 Review whole Curriculum, Assessment to ensure its relevance to the country social and economic needs**

**4.5 Full facilitation of Inspectors and advisors to include inspection and monitoring of the whole education sector**

**4.6 Poor Education Management Information System and Administrative and Management Problems and lack of Human Resource Development Plan**

**4.7 Poor teacher housing conditions;**

**4.8 Poor communication and transportation services;**

**4.9 Poor management of education assets**

**4.10 Lack of proper teacher development programme**

**Problem 4.1: Development of country’s overall education goals/aims**

**Text:** The department of education is progressing well to ensure that the national goals are aligned. The government has its goals monitored by the Department of Economic and Social Development (DESD, a designated Sector Analyst for education) while the Ministry of Comprehensive Reform Program (CRP) has its priorities.

The proposed Quality Assurance Manual will have a section on the schools’ education charter (vision/mission/motto).

**Proposed Reform for problem 4.1:**

4.1.1 Review of the MoE Corporate plan

<b>Actions required for problem 4.1</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.1.1. Review of the Corporate Plan	May 2003	Director General, Planning,	DPPS	Annual Report

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
4.1.1. Review of the Corporate Plan								

**Problem 4.2: Lack of Quality Assurance in Education**

**Text:** The rigorous application of professional quality assurance policies, manuals and audits is the key to establishing high standards in all areas of education. Such an approach is especially needed for the basic education sector. Primary education output as measured by PILL tests suggest poor quality outcomes. Only a marked increase in quality output will provide both the required level of education for those who exit at that point and the pool of students who will have a sound basis for entering the secondary level. Very poor

output at secondary level does also point to the lack of a basic education which enables students to function well at secondary level.

A MoE working Group instituted in June 2003 is charged with producing a Quality Assurance Manual for schools. The QA MANUAL will serve two major purposes, namely first as a template for QA Manuals for schools and second as a monitoring tool for school inspectors and others engaged in school audits.

All schools registered in Vanuatu will have to submit (perhaps as part of their valid registration) a QA Manual that has been approved by MoE and against which all subsequent audits will be measured. Schools through their PTAs, Boards, Principals or Head Teachers can make additions to the QA Manual template or suggest changes as long as final approval is given by the MoE. Schools must implement and act according to the procedures set out in the QA Manual, and schools must expect regular external monitoring visits by school inspectors who will check progress against the QA Manual the school has adopted. The Manual will include transparent procedures that deal with compliance issues, based on the laws of Vanuatu and such statutory obligations gazetted by the MoE from time to time.

#### **Proposed Reform for problem 4.2:**

4.2.1 Develop and implement a system of Quality Assurance for the Primary/Secondary sector student output (incorporating international accepted quality moderation such as PILL)

4.2.2 Develop and implement Quality Assurance Manuals for human resources involved in the Primary/Secondary sector; maintain minimum standards at all cost

An EUVED study (2003) includes the writing of a Teacher Service Manual, which has some aspects of HR quality assurance.

<b>Actions required for problem 4.2</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.2.1. QA for Primary/Secondary output	2003	MoE, UNESCO	International audit	Improved education outcomes
4.2.2 QA for human resources	2003	MoE, EUVED	PSC/TSC	Minimum standards upheld

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
4.1.1. QA for Primary/Secondary output	UNESCO	MoE						
4.2.2 QA for human resources	EUVED							

### Problem 4.3: Lack of Financial Resources

**Text:** Though the Ministry of Education consumes 23 percent of the government budget, the need to ensure quality of education would mean a further increase or changes to the way in which budget is released. School inspection for example and training are faced with financial difficulties. The government has set ceiling for the Ministry budget and new activities are simply financed by discontinuing old ones.

1996	1997	%	1998	%	1999	%	2000	%
1,466,058,456	1,216,716,951	- 17 %			1,624,608,971	+ 34%	1,841,460,403	+ 3 %

Source: MoE Budgets

### Proposed reforms / actions for problem 4.3:

In order for all activities to be carried out as budgeted, the MOE

- 4.3.1 Maintain budget submission (in coordination with DESD)
- 4.3.2 Release budget on quarterly basis
- 4.3.3 Ensure flexibility to use left over funds
- 4.3.4 Establish a Task Force to conduct cost-benefit study

<b>Actions required for problem 4.3</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.3.1. Maintain budget submission	2003-2006	Director General, Planning, Administration, DESD	Director General, Administrative Section	Quarterly Financial Reports
4.3.2. Release budget on quarterly basis	2003-2006	Director General, Planning, Administration, MoF	Director General, Administrative Section	
4.3.3. Ensure flexibility to use left over funds	2003-2006	Director General, Planning, Administration	Director General, Administrative Section	
4.3.4 Establish a Task Force to conduct const-benefit study	2004			

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
4.3.1. Maintain budget submission								
4.3.2. Release budget on quarterly basis								
4.3.3. Ensure flexibility to use left over funds								
4.3.4 Establish a Task Force to conduct const-benefit study								

**Remarks:** This is an ongoing administrative matter and has to be negotiated with the Ministry of Finance within the recurrent budget.

**Problem 4.4: Review curriculum and assessment procedures to ensure they are relevant to the country's social and economic needs**

**Text:** There are major concerns over the relevance of the curriculum as it is seen not to be uniform from pre-school to senior secondary level. The curriculum as seen by others does not educate to facilitate for the needs of the people where 80 percent are dependent on subsistence farming and the need to preserve and respect our traditional values. Part of

the problem may be related to language policy where only English and French are the medium of instruction. The latter has been addressed in the 1999 Education Master Plan, suggesting to introduce vernacular education programs (World Bank funding is being renegotiated in 2003).

On the other hand the 30 percent or so who continue on the academic pathway, a relevant curriculum must cater for the national and international challenges of a modern and global world.

A series of conferences called Rethinking Vanuatu Education have been held (2002, 2003), but apart from various conference papers expressing a wide range of possibilities, there has not been any sector wide consensus reached. A recent MoE Policy document does however provide a vision statement and the aims of education:

#### Vision for Vanuatu Education

Vanuatu Education; nurturing for good citizenship.

L'Enseignement de Vanuatu; éduquer pour la bonne citoyenneté.

Edukesen blong Vanuatu; lukoatem gud mo lanem ol pikinini blong oli kam ol gudfala man mo woman Vanuatu.

#### Vision Statement

The Republic of Vanuatu is proud of its unique identity and is committed to the development of good citizenship through the provision of a relevant, adaptable, quality driven and student centred education system, which takes into consideration the uniqueness of each child.

The Ministry of Education recognises that education is the shared responsibility of education authorities, communities and parents, and will provide system, which is accommodating and inclusive and which will lead to self-development and self-realisation for the young people of Vanuatu. This entails the provision of well-trained teachers, adequate teaching materials and appropriate infrastructure to meet local educational and training needs.

#### Aims of Education

The primary aim of the education system is to empower children and young people to exercise appropriate choices in their personal and work lives and to become pro-active individuals valuable members of the community. In order to achieve this:

Education aims at developing initiative and inquisitiveness and fostering analytical and creative thinking in young people;

Education aims at raising the spirit of entrepreneurship and positive competitiveness;

Education aims at maintaining community spirit and a sense of togetherness;

Education aims at strengthening national cultural inheritance and cultural consciousness;

Education aims at employability;

It is the aim of education that children learn to respect each other and adults in their various roles;

It is the aims of education that children learn to respect and protect their natural environment;

It is the aim of education that every individual obtains a good level of literacy and numeracy;

It is the aim of education that every individual, besides knowing his/ her mother tongue, will become bi-lingual in English and French;

Education shall support the children's spiritual growth.

The fundamental question as to what is education and what is it good for is often taken for granted in the Western World, but many educators in developing countries feel that they must explore these questions from their unique perspective. Vanuatu is not alone in this as a quote from a recent UNESCO Education news letter Education Today (July 2003) shows:

Christophe Zungrana of the Africa Network Campaign for Education for All (ANCEFA), regrets that in his country, Burkina Faso, a debate was not held on the kind of education the nation wanted. "Funds will come into the country and be used to reinforce an education system that is decried by everyone," he says. "We should first stop and discuss what we want to teach and why we want to teach it."

Both EUVED and NZAid (facilitated by Dr Tony Austin, DRAFT August 2003: Junior Secondary School Curriculum Review Strategy Working Paper) are funding a curriculum review study in 2003 that deals with the newly established Y7 and 8 as part of Universal Basic Education as well with the technical education curriculum.

Some ni-Vanuatu educators also point out that it is not the curriculum content that is the problem, but how it is taught.

**Proposed reforms / actions for problem 4.4:**

4.4.1 Wide consultation before the curriculum review

4.4.2 Review of the curriculum

4.4.3 Printing and distribution

<b>Actions required for problem 4.4</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.4.1. Wide consultation of curriculum review	2004	VIOE, Primary, Secondary	Curriculum Development Unit, FSP	Consultation report
4.4.2. Curriculum review	2004 – 2007 2003	NCC EUVED, NZAid	Curriculum Development Unit	Launching of reviewed curricular
4.4.3 Printing and distribution				

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Loc</b>	<b>Donor</b>	<b>Loc</b>	<b>Donor</b>	<b>Local</b>
4.4.1. Wide consultation of curriculum review			40,000,000					
4.4.2. Curriculum review	EU, NZAid				260,000,000			
4.4.3 Printing and distribution								

**Problem 4.5: Full facilitation of Inspectors and advisors**

**Text:** The inspection and advisory section has been established and urgently needs adequate financial and other resources necessary to fulfil school inspection, initial and in-service training programs.

The curriculum review paper (facilitated by Dr Tony Austin, DRAFT August 2003: Junior Secondary School Curriculum Review Strategy Working Paper) contains a number



of recommendations. The newly developed Quality Assurance Manual for inspectors also seeks to improve standards. The CDU also is working on a Principal Grading System seeking to improve the performance of Secondary Schools performance.

**Proposed reform for problem 4.5:**

- 4.5.1 Inspection and advisory budget
- 4.5.2 Initial and in-service training program and budget
- 4.5.3 Up-date documentation and wide distribution

<b>Actions required for problem 4.5</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.5.1. Inspection and advisory budget	2003	VIOE, Primary, Secondary	VIOE	Regular and timely inspection
4.5.2. In-service training	2003	VIOE, Primary, Secondary	VITE	More teacher education programs

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
4.5.1. Inspection and advisory budget			25,000,000					
4.5.2. In-service training			16,000,000				60,000,000	

**Problem 4.6: Poor Education Management Information system and administrative problems and lack of Human Resource Development Plan**

**Text:** The Ministry of Education urgently needs its Education Management Information System revitalised to ensure effective and efficient operations. Subsequently it has to be linked to all other education offices in the provinces. The system would better facilitate in human resource planning and better control of education data.

Reports by e-TECH (Vanuatu) and Walker 2002, Education System Review establish the technical requirements.

A new technological breakthrough using existing high frequency (short wave) radio transmission allows data transmission via computers (e-mail, Internet) and has been installed successfully in the Solomon Islands (PF-net). A similar system could be set up in Vanuatu and ultimately connect to the proposed EMIS system.

**Proposed reforms / actions for problem 4.6:**

- 4.6.1 Revive the EMIS program (part of it to be financed by EDF9)
- 4.6.2 Linking the Information system to the provinces
- 4.6.3 Development of a Human Resource Development and Training Plan

<b>Actions required for problem 4.6</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.6.1. Revive the EMIS program and link it to the provinces	2003 - 2004	Planning, Administration	Director Planning, Director Administrative Services	EMIS operation, EMIS manual and training
4.6.2. Development of a Human Resource Development and Training Plan	2003	Administration	PEO, Personnel	Human Resource Training and development Plan by 2004
4.6.3. Link EMIS to the other education offices	2004	Planning	SEO, Monitoring	EMIS network and training

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
4.6.1. Revive the EMIS program and link it to the provinces		<b>6,700</b>	<b>45 m VUV EDF9</b>	<b>6,700</b>	<b>50,000</b>	<b>6,700</b>	<b>50,000</b>	<b>6,700</b>
4.6.2. Development of a Human Resource Development and Training Plan		<b>1,700</b>		<b>1,700</b>		<b>1,700</b>		<b>1,700</b>
4.6.3. Networking and Training of EMIS								

#### **Problem 4.7: Poor teacher housing conditions**

**Text:** To ensure teacher motivation and welfare, the Ministry through a number of reports has been informed about very poor teacher housing in rural and mostly very remote inland schools. The semi-permanent and temporary buildings are community contributions that last for not more than 2 years (see also the 2003 Schools in TORBA report by Sperlich, Svard-Ylilehto and Willie).

The newly developed Quality Assurance Manual for inspectors and other education officials has a survey section for teacher housing and should be used for regular up-dates. Minimum standards of buildings and equipment can be deduced from the EUVED building code.

	Building Structure			Conditions		
	Permanent	Semi-Permanent	Temporary	Good	Fair	Poor
TORBA	22	12	13	6	16	25
SHEFA						
TAFEA	61	29	33	31	43	49
PENAMA						
MALAMPA						
SANMA						

*Building survey in the provinces 2001*

### Proposed reforms / actions for problem 4.7:

- 4.7.1 Conduct a survey in all schools
- 4.7.2 Review grading of houses
- 4.7.3 Develop investment plans

Actions required for problem 4.7	Timeframe	Responsibility	Monitoring	Progress Indicator
4.7.1. Conduct a survey in all schools	2003 – 2005	Planning, Administration	EFA Co-ordinator, Administration, Primary, Secondary	School Mapping and Statistics annual reports
4.7.2. Review grading of houses	2003 - 2005	Administration, Primary, Secondary, Planning	EFA Co-ordinator, Building and Maintenance, Primary, Secondary	Building and Maintenance Annual Year report
4.7.3. Develop investment plans	2003 - 2005	Planning, Administration	Director Planning, Principal Architect	Investment Plan policies

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
4.7.1. Conduct a survey in all schools	6,250	1,190						
4.7.2. Review grading of houses								
4.7.3. Develop investment plans								

**Remarks:.**

### Problem 4.8: Poor communication and transportation service in remote schools

**Text:** Communication and transportation services are long standing problems when it comes to stationary distribution and inspections.

Not all schools have access to telephones, which is another cheaper way of communication.

A new technological breakthrough using existing high frequency (short wave) radio transmission allows data transmission via computers (e-mail, Internet) and has been installed successfully in the Solomon Islands (PF-net). A similar system could be set up for all schools in Vanuatu, and indeed UNDP has just launched a project that will look into funding such a pilot project, although not with a focus on schools.

#### Proposed reforms / actions for problem 4.8:

To improve the services the MoE;

4.8.1 Improve the sea transportation services in the provinces

4.8.2 Negotiate to link telecommunication to schools

4.8.3 Negotiate for the possibility of subsidising shipping.

Actions required for problem 4.8	Timeframe	Responsibility	Monitoring	Progress Indicator
4.8.1. Improve Sea transport services in the provinces	2004 - 2007	Primary, Secondary, Director General	Director Administration	At least all four of the provinces will operate bigger boats by 2007
4.8.2. Link Telecommunication to schools	2003 onward	Minister of Education, Director General	Director General	At least 90 percent of schools are accessed by 2007
4.8.3. Negotiation for the possibility to subsidise shipping	2003	Minister of Education, Director	Director General	

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
4.8.1. MoE to operate bigger boats								
4.8.2. establishment of telecommunication services in all schools								
4.8.3. Negotiation for the possibility to subsidise shipping								

**Problem 4.9: Poor management of education assets**

The physical assets of the Ministry of Education accounts for 25 percent of the budget annually but there are problems of proper control and planning of these assets. There is also lack of careful consideration on school sites and future development resulting in lack of space.

The 2003 TORBA school survey report recommends that any new primary schools should be community/village based.

**Proposed reforms / actions for problem 4.9:**

4.10.1 Strengthening the Asset Register Unit

<b>Actions required for problem 4.9</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
4.9.1. Strengthen the Asset Register Unit	2003 - 2005	Administration,	Asset register officer	All assets register and monitored

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
4.9.1. Strengthen the Asset Register Unit								

## **5. EFA Goal (v) – Vanuatu Priority 5**

**Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.**

The Government of Vanuatu has indicated its commitment to gender equity through provisions detailed in the Constitution and the Comprehensive Reform Programme. It has also ratified two important and influential international conventions, The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC). Both these conventions legally bind the Government of Vanuatu to take steps to ensure gender equity. Finally, in May 2001 the Vanuatu Government endorsed the Pacific Islands Basic Education Action Plan.

The Fundamental Rights and Duties section of the Constitution (Chapter 2, Part 1, Clause 5(1)) guarantees that citizens will not be discriminated against on the grounds of sex. Sub clause 'k' also guarantees equal treatment under the law and administrative action. It also states that any law or action that "makes provision for the special benefit, welfare, protection or advancement of females, children and young persons, members of under-privileged groups or inhabitants of less developed areas" will not be inconsistent with the law. This is similar to Article 4 of The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

Eliminating gender disparities in education is an important goal of the Ministry of Education. The Education Master Plan, the Corporate Plan and Education for All Action Plan have identified and prioritised gender equity in education. It is also an important focus of the social equity reforms of the Comprehensive Reform Programme.

In addressing the issue, it is important to have reliable data and a good understanding of the situation as it is now so that clearly focused and effective strategies to reduce gender disparities can be put in place. A *Gender Analysis of the Education Sector in Vanuatu* was recently completed, which will be of enormous benefit in assisting the Ministry of Education in its efforts to eliminate gender disparities within the education sector.

When taken within the context of the 1999 national profile which showed that 49 percent of the population is female, and where girls made up 47.8 percent of primary school enrolment compared to the last 15 years where males dominated by over 60%, this trend shows that the gap of gender disparity in the primary school enrolment is narrowing.

The 2001 figures continue to show that at the secondary level, 60 percent female dropped out of the system, especially in years 11, 12 and 13. This explains the pattern why in the formal sector workforce, female population accounts for less than 30 percent of the formal workforce, and dominate stereotypical jobs with salary scales much lower than males.

The Education Master plan generally outlines equity aspects aim to be achieved and the proposed actions below aim to recap the loopholes which may not be covered.

An important report by J. Strachan (2002) A Gender Analysis of the Education Sector in Vanuatu contains many recommendations that should be taken on board as EFA goals and objectives.

### **Problems Identified:**

#### **5.1 Lack of a Gender Equity in Education Policy**

#### **5.2 Lack of counselling services**

#### **5.3 Low carrying capacity of secondary schools**

#### **5.4 Not enough senior secondary schools and lack of secondary school teachers**

#### **5.5 Lack of teaching and learning materials**

### **Problem 5.1: Lack of a Gender Equity in Education Policy**

**Text:** As pointed out in J. Strachan (2002) A Gender Analysis of the Education Sector in Vanuatu (p.11) a Gender Equity Policy should include strategies that are designed to reduce identified gender disparities.

### **Proposed reforms / actions for problem 5.1:**

#### **5.1.1 Develop a Gender Equity in Education Policy ADD STATE OF ESCAP RECRUITMENT FOR POLICY DEVELOPER**

#### **5.1.2 Implement major recommendations in the Strachan (2002) report**

- Recommendation 1  
Establish a counselling /career development at all levels of education including the Primary, Secondary and Tertiary institutions.
  - a) provide office space
  - b) Staff training
  - c) Develop training manual
  - d) Awareness to parents through institutions such as the NGOs, and through Drama, TV, Video, pamphlet PTA meetings,
  - e) Strengthen the existing Youth Employment opportunity Unit through recruitment of a TA to address identified gender disparities in Non formal Sector.( Specified in Dr Strachan's Reports)
- Recommendation 2  
Develop a gender perspective in future curriculum development.  
Recruit a TA / pool of resource people to review the content of the current teaching and learning materials.



<b>Actions required for problem 5.1</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
5.1.1 Develop a Gender Equity in Education Policy	2003 - 2004	MoE	MoE DWA DSM	Policy document by 2003
5.1.2 Implement recommendations of the Strachan (2002) report	2003 - 2006	MoE NGOs MoYD	MoE MoYTD NGOs DSM	Implementation by 2006

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
5.1.1 Develop a Gender Equity in Education Policy	2.5 m							
5.1.2 Implement recommendations of the Strachan (2002) report	32 m		10.8 m					

### **Problem 5.2: Lack of counselling services**

**Text:** There is evidence that over 60 percent female dropout at the secondary level for various reasons. To ensure and equitable future workforce, there has to establish a counselling service to encourage mainly female participation in higher education.

#### **Proposed reforms / actions for problem 5.2:**

- 5.2.1 Training of counselling officers
- 5.2.2 Establishment and operation of the counselling centre

<b>Actions required for problem 5.2</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
5.2.1. Training	2004 - 2010	MOE and Stakeholders	MoE MoYTD NGOs	Co-ordination using data of annual enrolment
5.2.2. Establishment of the centre	2004	MOE	MoE MoYTD NGOs	

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
5.2.1. Training	5 m		3.5 m					
5.2.2. Establishment and operation			13 m					

### **Problem 5.3: Low carrying capacity of existing secondary schools**

**Text:** The total secondary enrolment in 2000 was 8458 and each school on average accommodated 147 students. The student teacher ratio was 30, which is quite high for a teacher to ensure an effective learning environment.

With low carrying capacities, the year six and ten examination system is tailored to select the best students depending on the intake capacity of each school. A total of 1600 students are selected to year 7 each year 7 of over 4000 who attended the year 6 national exams. The table below summarises unselected year 6 and 10 students.

<b>Province</b>	<b>Total Percentage Unselected</b>
TORBA	80
SANMA	58
PENAMA	60
MALAMPA	66
SHEFA	53
TAFEA	64

**Proposed reforms / actions for problem 5.3:**

- 5.3.1 Review design capacities of school specification
- 5.3.2 Development of secondary school infrastructure plan
- 5.3.3 Increase access through donor funding as indicated by 2<sup>nd</sup> phase AUSAid project to provide 350 additional places *[taken from workshop notes in 3A]*
- 5.3.4 Increase by additional 1000 places *[taken from workshop notes in 3A]*

<b>Actions required for problem 5.3</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
5.3.1. Review design capacities of school specification	2003	MOE Administration	Maintenance section	Design of all school buildings will be in place by 2003
5.3.2. Development of secondary school infrastructure plan	2003 -2004	MOE	Maintenance section, Directors, Secondary and Planning	Plan will published in 2004
5.3.3 Increase access through donor funding as indicated by 2 <sup>nd</sup> phase AUSAid project to provide 350 additional places				
5.3.4 Increase by additional 1000 places				

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
5.3.1. Review design capacities of school specification								
5.3.2. Development of secondary school infrastructure plan								
5.3.3 Increase access through donor funding as indicated by 2 <sup>nd</sup> phase AUSAid project to provide 350 additional places	AUSAid 8 m AUD							
5.3.4 Increase by additional 1000 places			20 m USD					

**Problem 5.4: Lack of Junior and Senior Secondary School Teachers and lack of appropriate teaching programs**

**Text:** Currently there are 545 secondary school teachers, a 43 percent increase from 1999. The Vanuatu Australia Secondary Teacher Education Project (VASTEP) funded by AusAID runs two years diploma courses for junior secondary school teachers.

**Proposed reforms / actions for problem 5.4:**

- 5.4.1 Increase Junior and Senior Secondary Teacher Initial Training
- 5.4.2 Initial training to localise the CFEB at VITE
- 5.4.3 Improvement of In-service training profile.
- 5.4.4 Development of a training proposal Plan
- 5.4.5 Develop and implement Technology Course in all Secondary Schools

<b>Actions required for problem 5.4</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
5.4.1. Increase JSS Teacher Initial Training	2003	MOE	Director, VIOE	Improved annual data trained teachers
5.4.2. Initial training to localise the CFEB at VITE	2003	MOE	Director, VIOE	Posts gradually localised by 2008
5.4.3. Improvement of In-service training profile	2003 -2007	MOE	SEO HRDT	Document specifying training achievement in 2007
5.4.4. Development of a training proposal plan				
5.4.5 Develop and implement Technology Course in all Secondary Schools				

<b>Budget VUV</b>	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>	
	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>	<b>Donor</b>	<b>Local</b>
5.4.1. Increase Junior and Senior Secondary Teacher Initial Training								
5.4.2. Initial training to localise the CFEB at VITE								
5.4.3. Improvement of In-service training profile								
5.4.4. Development of a training proposal plan								
5.4.5 Develop and implement Technology Course in all Secondary Schools			40 m					

### **Problem 5.5: Lack of teaching and learning materials**

**Text:** Quality education can be achieved through enhancement of learning and teaching facilities. Secondary schools in rural areas are faced with material shortage that is caused by poor distribution mechanism and secondly the government does not have the capacity to supply all schools with adequate teaching and learning materials. It is rare to find additional avenues where learning is continued apart from limited resources a school may have.

#### **Proposed reforms / actions for problem 5.5:**

- 5.5.1 Establishment of Resource centre in the provinces
- 5.5.2 Review of distribution policies
- 5.5.3 Review procurement process
- 5.5.4 Strengthening of school learning resources

<b>Actions required for problem 5.5</b>	<b>Timeframe</b>	<b>Responsibility</b>	<b>Monitoring</b>	<b>Progress Indicator</b>
5.5.1. Establishment of Resource centre in provinces	2004	MOE	Planning	Library established in each province
5.5.2. Review of distribution policies	2003	MOE	SEO CDU and SEO Planning	Reviewed policies implemented by 2003
5.5.3. Review procurement process	2003	MOE	All Directors	Revised processed produced by 2003
5.5.4. Strengthening of school learning resources	2003	MOE	Director Secondary	

Budget VUV	2003		2004		2005		2006	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local
5.5.1. Establishment of Resource centre in the provinces								
5.5.2. Review of distribution policies								
5.5.3. Review procurement process								
5.5.4. Strengthening of school learning resources								