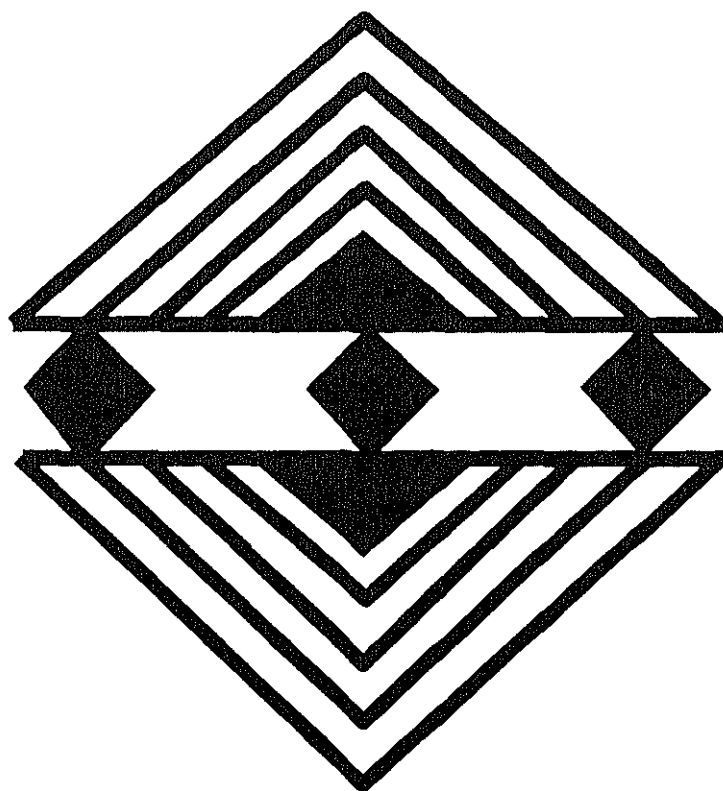


Vanuatu Education *for the 21st Century*

PRIORITIES & NEEDS



Port Vila, Vanuatu ♦ July 1997

Acknowledgements

The University would like to acknowledge with gratitude the support and assistance of the Vanuatu Government in facilitating the successful staging of the seminar. Particular mention is made of the hard work by the national Planning Committee in the organisation and smooth running of the seminar. The contributions by the authors of the various papers, the panelists as well as all seminar participants, are gratefully acknowledged.

The support of the Australian Government in funding the Vanuatu seminar is also acknowledged with appreciation.

Preamble

Education, by its very nature, is about change. It is therefore crucial that USP is not simply just a spectator, but an active participant in the process of change. It would be a serious error of judgement to assume that the institution will be shielded from regional and global changes that are taking place in the tertiary education sector generally. Member countries of the University will need to ensure that their priorities, values, assumptions, organisational structures, current and future technology, and quality controls can contribute to a successful future for USP as well as to their own national education structures.

That there are no roads maps to the future presents member governments and USP with a unique opportunity to map out their own. To chart a course that will achieve our collective purpose and is financially responsible, we must first not only understand ourselves, but also the likely trends in the external environment in which universities are expected to operate. And as USP nears the beginning of the 21st century and its fourth decade of service to the region, it is opportune to pose the question of whether its course offerings, research and consultancy activities are still responding effectively and efficiently to the real needs of its member states.

While another regional "Future Directions" conference similar to that held in Suva in 1983, was possible, the University was of the view that it would be inadequate for the purpose, given the changes in its clients' base. A minimum requirement for such a conference would be participation by large numbers of government departments, statutory bodies and private concerns usually interested in the services of the University. Clearly, this was not feasible because of resource and time constraints. As well, the University wished to ensure that its strategic planning took account of the training services offered by national tertiary training institutions, and their medium term development plans, in each country.

For these reasons, the decision was taken by the Ministers of Education to hold, over a period of 12 months, a series of national seminars in education in each of the University's twelve member states, as part of the process to develop a USP Corporate Plan. The format adopted for the seminars was designed to facilitate maximum local participation in the preparation of papers, the delivery of these papers, their discussion and analyses, and finally acceptance of decisions concerning their priorities in the education sector. The outcome of these discussions and deliberations for Vanuatu, the eighth in the series of seminars, is recorded in the following pages. It should be emphasised that the recommendations and proposals represent the collective wishes and aspirations of the local community.

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INTRODUCTION

The Vanuatu seminar was held at the Emalus Campus of the USP over a two-day period from 9 -10 July 1997. Its main purposes were for the Vanuatu community to advise USP of their requirements for future tertiary training, and for all sections of the community to be more involved in the process of identification, formulation and determination, particularly of educational policy at the national level.

A total of five papers (see Appendices) were presented representing the views and aspirations of the public sector, NGOs, the private sector, parents and students, and the aid community. At the conclusion of each paper presentation, members of the general public were invited to comment on any aspects of the paper or any other matter they felt was relevant to the discussion (see Attachment A for seminar programme). A Panel, comprising local representatives (names presented in Attachment B) were then asked to discuss and analyse the paper, take into account any comments made during the public forum session which they deemed useful, and to prioritise the needs of that section of the community as they saw them. In both the public forum and panel sessions, it was not a requirement to speak in English. Participants were welcomed to communicate in their own language and this opportunity was used by some people.

The final session of the seminar was used to bring together the various priorities of the sectors involved in a consensus "list of priorities" that represents the national interest.

This report, then, reflects what the people, Government, and education authorities see ahead for their national education system, and for their University, USP.

Summary Record of Seminar Proceedings

Wednesday 9 July 1997

OPENING

1. Mr Thomas Simon Marakitere, on behalf of the Vanuatu Planning Committee, extended a special welcome and thanked the Minister of Education, Youth and Sports, Honourable Louis Carlot, for accepting the invitation to officially open the seminar. He then invited Pastor Allen Nafuki to offer the opening prayer. Mr Jacques Sese, Director-General of Education, officially welcomed representatives of the diplomatic corps, government departments, and non-government organisations, and thanked them all for attending the seminar despite their numerous commitments. The Director-General also thanked the Planning Committee for their hard work in the organisation and successful staging of the seminar.

2. Hon. Carlot expressed pleasure at being invited to officially open the Vanuatu Strategic Planning Seminar in education. In particular, he said he was very happy to see USP (a regional university and also Vanuatu's national university) taking the opportunity to solicit and listen to the views and aspirations of all the various communities in the member countries. The Minister reminded the seminar that the real world was characterised by constant movement and economic and social changes. There was, therefore, a real need for the University to adapt quickly to these changes taking into account the circumstances prevailing at the local and regional levels. It was also important for Vanuatu to understand this reality, and for USP to take note of these changes and respond to them in a responsible and effective manner. He said the decision to hold national seminars was ideal for it allowed all sectors of the community to share their experiences and perceptions, and together to identify appropriate needs and priorities in the education sector.

3. USP like other education and training institutions in the country, the Minister said, had a significant role to play in achieving the goals and aims of the Vanuatu Comprehensive Reform Programme (CRP). Hon. Carlot informed the seminar that his Ministry was currently involved in restructuring post-secondary education with the aim of making it more responsive to addressing the development needs of Vanuatu. It was also crucial that young ni-Vanuatu possessed the necessary skills that would allow them to become active, competent, and productive members of the community. In conclusion, the Minister expressed the hope that discussions over the duration of the seminar would be fruitful and a consensus established that would lead to the identification of priorities for consideration by Government. He then declared the seminar open.

4. Professor John Lynch thanked the Minister on behalf of the University and said that the Vice-Chancellor sent his apologies for not being able to attend. He said the seminars were designed to help USP plan its future programmes and courses to ensure that they were in areas of real needs to the member countries. As such, he said that the role of USP at the seminar was to listen and to provide clarification when needed.

SESSION ONE

PUBLIC SECTOR PAPER: James N. Toa - Senior Planning Officer Human Resource Development Unit, National Planning Office

5. The public sector paper was presented by Mr James Toa. In his introductory remarks, Mr Toa noted the objectives of the seminar and said that unfortunately Vanuatu had not done any specific assessment on the effectiveness of USP on the economy, nor an internal national priority training needs assessment for future manpower requirements except for broad policies in the Development Plan and in the recent endorsed CRP document. He said that the paper should be viewed as a discussion document and the recommendations should be treated as the presenter's and not necessarily those of Government. The full text of the public sector paper has been reproduced in Appendix I.

6. Mr Toa saw education as the key to development. In the long-term, the educational goal of Vanuatu was for the provision of ten years of high quality education for the majority of eligible students. In the medium-term, the aim was to improve the quality of schooling, and for the sustainable expansion of the education system. However, Mr Toa cautioned that the achievement of these goals would need to be carefully assessed in terms of the unique circumstances obtaining in the country. For instance, there were over 105 vernaculars, two official languages and one national language, schools scattered over more than sixty islands, high rate of population growth, rapid urban drift, and a low level of formal schooling of the majority of the adult population.

7. The paper then highlighted major areas of need at the primary and secondary levels that would required attention in the future. Mr Toa said that the CRP had identified five main areas of concern hindering the effectiveness of the education system in Vanuatu. These were:

- (a) Access.
- (b) Financing of education.
- (c) Quality.
- (d) Relevance of education and training.
- (e) Management.

8. The paper went on to emphasise that access to primary school was reasonable although it would require continual rapid growth to cater to the current national growth rate of the school-age population of 4.5% per year. On primary education, it was noted that many of the schools in the outer islands were small and isolated and as a result were very expensive to service and maintain. In addition, the following were identified as problem areas:

- (a) Lack of physical facilities.
- (b) Poor transportation.
- (c) Limited cash earning.
- (d) Untrained primary school teachers - 24% of all primary school teachers.
- (e) Young people leaving school especially at the end of the sixth or eighth year.

9. Mr Toa said that if the high growth rate of school-age students was to continue this would effectively mean the doubling of primary school enrolments by the year 2010. The following recommendations were made for consideration by USP:

- (a) In collaboration with the Vanuatu Department of Education to design and co-ordinate courses in school administration, planning and management for principals of primary and junior secondary schools.
- (b) In collaboration with the Department of Education, assess and improve the management of extension studies being carried out by primary school teachers.
- (c) In collaboration with Government, local and international NGOs, assist in researching and developing the pre-school sector. Main areas of concern include: curriculum, materials, and teacher development.

10. Of the total 39 secondary schools in Vanuatu, 22 were Government owned, 6 were privately owned and 11 were Government assisted. The national student/teacher ratio was 17:1, with only two schools (Malapoa and Matevulu) offering year 13 bursary. At the end of grade 6, about 33% of the

students were able to progress to grade 7, while at the end of grade 10 this figure increased to 52% for progression to year 11 (for 1994/95 school year). The lack of available places in both grades 7 and 11 was given as the main reason for this high attrition rate among year 6 and 10 students. The paper further highlighted the perennial problem of untrained teachers noting that 33% of those teaching in vocational/technical schools were untrained compared to about 9% for secondary schools. In the latter case, however, it was noted that many of the secondary schools teachers were expatriates. Mr Toa concluded this section by recommending that "USP and the Department of Education, through the Secondary Education Unit, co-ordinate extension studies for those teachers who have not completed their studies and those who wish to undertake post-graduate study to improve their capabilities."

11. On predicted manpower needs of the country, Mr Toa said that this was difficult to assess as no studies had yet been made. Some indications could, however, be gleaned from Vanuatu's DP4 and the CRP on what these needs might be. For example, more training for the private sector targeting areas such as accounting, tourism, banking/credit, business, and economics. In addition, Mr Toa said that the current national Manpower Survey could also provide some indications of specific needs in this area. It was also envisaged that the analysis of the survey would form the basis for evaluating the strengths and weaknesses of the total labour force in Government and statutory bodies. The National Planning Office had, in conjunction with relevant agencies, being tasked to produce a comprehensive human resource development plan for all sectors of the community. Of particular interest, Mr Toa said, was the large number of expatriates currently employed in the education sector (102 in 1996).

12. On the main criteria for selecting candidates for scholarship awards, it was noted that this was based primarily on the student's academic performance. As such, awarding scholarships based on national needs was not a major consideration at the present time. The further training and re-training of both the public and private sector work force was considered as one of the top priorities in the paper. The following recommendations were directed to USP:

- (a) In collaboration with Training and Scholarships Co-ordinating Unit (TSCU), to undertake a tracer study of graduates who were successful in obtaining awards since 1986.
- (b) To consider lowering its funding criteria to private regional students from member countries.

13. According to Mr Toa, education received very high priority in the allocation of the country's national budget. In 1990 for instance, 807 million vatu was allocated to the education sector representing over 16% of Government's total recurrent budget. In 1996, this figure had increased to 1,285 million vatu or about 20% of the nation's budget. In addition, the bulk of all aid funds to the country, over one third in 1995 or 1,909 million vatu, was directed towards supporting education projects.

14. Approximately 3,500 school leavers entered the labour market each year. On the distribution of scholarships by gender, the paper provided statistics to show that boys dominated studies in the fields of engineering, agriculture and medicine while girls tended to congregate in business/secretarial, teaching, medical support services and nursing. It was envisaged, Mr Toa said, that the HRD Plan would benefit both sexes and the country in general by guiding students to pursue careers in fields most suited to their natural talents rather than those imposed by society. In line with the above, the paper made the following recommendations:

- (a) That USP carry out a tracer study on ni-Vanuatu graduates since 1986 to assess the capacity of students being employed into organisations related to their fields of study (complement to 12(a)).
- (b) That the Department of Education in collaboration with TSCU establish a Career Advisory Unit to assist achieve the objective as indicated in (a) above.

15. In Vanuatu, roughly 80% of employment and economic activities were represented by the agricultural subsistence sector. A significant long-term development goal facing Government was how to transform this sector into a more commercially oriented sector, to meet the aspirations of the

community. A study carried out by the Department of Industry and Trade in 1996 found that 90% of small business owners lacked the necessary basic business skills and knowledge in such areas as bookkeeping, pricing, banking procedures, record keeping, and the ability to assess the viability of their businesses. Mr Toa also highlighted the commitment made in the CRP and DP4 towards “private sector led growth” into the 21st century. Taking into account that 12% of the total work force were employed in the commercial private sector, the paper suggested the following:

- (a) USP through the national Chamber of Commerce and Trade provide researching assistance to improve the small business sector of Vanuatu.
- (b) Courses relating to the private sector must be taught with other specific additional courses that could provide encouragement for graduates to gain commitment and to establish their own enterprise on return.
- (c) USP to collaborate with Rural Business Development to research and assess the capacity of needs that is present among the rural business community, and create training programmes for this specific sector through its continuing education arm.

16. One of the more pressing problems facing Vanuatu, according to the public sector paper, was the requirement to address the needs of the 70% of students who were unable to continue with their school studies. In many cases, these students did not have adequate or appropriate skills to allow them to secure one of the few available waged jobs. Of this number, the majority were absorbed into the rural sector without sufficient employment skills. While Rural Training Centres (RTCs) were providing some life skills for school leavers, much more needed to be done to properly address the needs of this group. The following proposals were directed towards USP:

- (a) In collaboration with CYP, to develop training packages specifically for confidence building for the purpose of livelihood and small business development, particularly in project planning and management.

- (b) Through the Emalus campus and Santo sub-centre, to facilitate youth training and development through its continuing education programme.

17. The provision of tertiary education in Vanuatu was made possible through several avenues. These included: specialised vocational institutions for nursing, agriculture, police and teachers; technical and vocational centres; USP; Institute Nationale Technologie de Vanuatu; and a handful of privately operated vocational schools catering mainly for secretarial and middle level accounting needs. The paper recommended the following for consideration and action by USP:

- (a) USP recognises Vanuatu's national technical institution (INTV) through a formal arrangement and assists in any undertaking that will support, benefit and improve activities in technical and vocational training.
- (b) That vocational/short-term training be co-ordinated through the Emalus campus, calling on specific topics that may compliment existing post-secondary institutions, such as in agriculture, marine, business, computer, and credit.

18. Commenting on the interest of parents and students, the paper stated that the primary objective of this group for education was to obtain a qualification that would lead to employment in the monetary sector. In noting that parents and students would be making a separate presentation, the public sector paper suggested the following areas for consideration by the seminar:

- (a) USP and TSCU to jointly co-ordinate a "Career-talk Programme" on courses available at USP (and other institutions) and the likely needs of the country in the next 5-10 years.
- (b) Discuss periodically with provincial governments the future needs of human resources for sustainable socio-economic development and relate these needs to USP through the Ministry of Education.

- (c) That credit degree courses offered through extension be revised and increased with the possibility of completing diploma and degree programmes through extension. These courses must be centred around the immediate needs of the CRP.

19. The paper concluded by proposing the following recommendations directed towards credit courses, extension studies, research and consultancy, and post graduate programmes. These included:

- (i) USP co-ordinate short-term training in credit and possibly merge this with its bookkeeping course during the summer school programmes.
- (ii) That a certificate in business studies/management be merged with a course on credit procedures, project planning and management, and be offered through extension.
- (iii) Review and improve all extension programmes to ensure they were responding to the real demands and priority needs of the country.
- (iv) Increase the number of degree courses offered through extension with the possibility of completing more degree programmes through this mode of study.
- (v) Establishment of a consultancy and research arm of USP.
- (vi) USP in collaboration with the Vanuatu Government, co-ordinate post-graduate programmes according to existing demands and available funding.

The Chairperson thanked Mr Toa for his comprehensive and informative presentation before inviting comments from the general public.

PUBLIC FORUM DISCUSSION

20. The first contribution pointed to the need for a legal framework if the implementation of proposed recommendations at the post-secondary level was to succeed. It was also suggested that co-ordination of the work programmes of the various post-secondary institutions/units was a must to avoid duplication of efforts. In response to a question regarding the public sector's three top priorities, it was clarified that the Public Service Commission had requested all departments to submit their requirements for education and training through the formulation of their own individual corporate plans. On the issue of priorities in the public sector, one participant offered the following as his own personal views: a long-term manpower survey across all sectors; public sector workers to be more qualified; and strengthen the education sector in all areas where USP has the capacity to help.

21. Another area of need highlighted in this session was quality trainers at all education levels. Equally important, it was argued, was the need for research to establish the real causes of some of the problems being experienced in the education sector. It was suggested that the basic problem facing the country could be traced to the grassroots level. As voters, most of these people were not always qualified to understand national needs and this group alone accounted for over 80% of Vanuatu's population. An adult education programme directed towards educating this significant group was one of the top priorities for Government and USP to consider. It was also pointed out that education and the needs of the labour market should be closely related to ensure that graduates could fit into the work place after graduation.

22. According to one participant, the first priority for education was training at all levels followed by appropriate curriculum development. On the issue of qualified teachers, it was noted that while over 90% of teachers at the secondary level were classified as 'trained', this masked the fact that there could still be a shortage in other areas besides maths and languages. In reply to a query, it was explained the gender issue had been under discussion for some time. Aid donors were pressing the Government to achieve gender equality. This was a view that was difficult for Government to implement.

It would be preferable to look at the specific qualities males and females could offer society rather than gender balance for its own sake.

23. One of the key issues that needed careful consideration was the type of training desired by Vanuatu for its people. The needs of disadvantaged groups such as the handicapped and women deserved special consideration, it was argued. In developing education and training programmes for local consumption, caution should also be exercised to ensure that the system did not produce graduates who could not cope in the real world. It was important, therefore, that students were aware of their roots, environment, community, and expectations as these would give them direction in their studies. Individuals, it was argued, developed at different rates. There was merit in considering late entry to secondary schools for late developers to allow them to develop at their own pace. The issue of what type of training should be given to the children was again raised.

24. The discussion then turned to the issue of an appropriate medium of instruction for Vanuatu. It was observed that the Constitution stated the languages of education as English and French. However, Bislama was the only uniting factor in educational institutions. It was argued that the decision as to which language to use should be based on the language needs of the community. At the present time, the majority of the population needed vocational training in Bislama. A suggestion was made for INTV to investigate the possibility of apprenticeship training to help young people gain confidence and work skills experience in the private sector. This same principle could also apply to other similar institutions such as St Michel Training Centre and the Lolowai Training Centre. In addition, there was an urgent need to co-ordinate efforts in this area and produce a coherent national vocational programme that was meaningful for all levels of school leavers and all regions. The need for national standardisation of all vocational training centres was also discussed.

25. A concern was expressed that since Independence, Vanuatu had no legal policy or policy directives. If Vanuatu was thinking of improving the quality of education, then what it should be looking at first was appropriate policies. The speaker said that there had been some political interference.

26. The next speaker congratulated the presenter of the paper. He said that Vanuatu must concentrate on the purpose of this seminar, that is, some directives and recommendations for the USP Corporate Plan. It was clear that participants wanted more involvement by USP in education development. USP needed to be a lot more involved in major areas of education and training. The idea of some framework or "technical backstopping" was necessary, for example, in-service training for good governance, using the resources of the Law Faculty. Because of USP's regional expertise, it could contribute greatly to continuing education. Were the 6 years of primary education equipping children with the skills they would need in their communities? In the CRP there was provision for a review of the relevance of primary education. USP could make a valuable contribution to that debate, it was argued. USP could also help to ensure that the education system provided the required tertiary trained human resources and at the same time could assist in research/consultancy on the relevance of curriculum development.

27. The final speaker supported the view that the Government still had no real education policy after 17 years of independence. He enquired as to the whereabouts of a national policy on education which the National Planning Office should be responsible.

PANEL DISCUSSION

28. The first panellist mentioned several issues relating to possible areas where USP's assistance could be sought to address the current situation in education. She admitted that there was no formalised policy on teacher training, but said USP could help with in-service training. However, she acknowledged the difficulty with the upgrading of in-service teachers since USP does not recognise the Vanuatu Teacher's College Diploma. Likewise the case of Francophone teachers and how USP could assist them to upgrade their qualifications was also mentioned.

29. The second panellist stated that many of the issues raised in the public forum pointed to the need for USP to help address issues such as formulating national educational policies. The forum was, however, reminded that it needed to prioritise the areas where it was felt that USP could give its

assistance. One area he pin-pointed was postgraduate studies as he was not aware of any ni-Vanuatu benefiting from USP's postgraduate programmes. Another area identified was the quality of teachers. There was a need to assist teachers, for example, through extension studies, to improve their skills and upgrade their qualifications. USP could also help in translation according to the same panellist. There was a big need in Vanuatu for people qualified in translation and perhaps USP could help in the translation of materials for Francophone students. He went on to suggest that USP could look at the special needs of the Francophone student population of Vanuatu. With regard to policy, the speaker said that CRP was aimed at redressing this problem. It was therefore important to have a national education policy that would not be invalidated when Government changed.

30. The third panellist was particularly interested in non-formal education and training. He supported the need to set up special training schemes for those who had been on the job for many years but who did not have access to programmes which would give them formal qualifications. Could USP assist in this area? He went on to say that there had been a lot of talk about the 400-500 expatriates working in Vanuatu with 60% of them doing jobs that ni-Vanuatu could do. The Labour Department supported the National Planning Office in their attempt to identify areas like engineering, where there was a real lack of manpower resources. Could USP look at and emphasise this area? He concluded by saying that it was not enough just to educate for white collar jobs. Education must be directed into areas where ni-Vanuatu could train to take the places of these 400-500 expatriates.

31. The final panellist endorsed the need for a policy framework before getting down to planning. He suggested that Ministry officials be asked for assistance in this area. Perhaps they could ask for USP consultants to help out. He went on to discuss the problem of lack of access to further education and training and suggested that the current level of access must be expanded by way of "double time" and more utilisation of school facilities. As far as the needs of young ni-Vanuatu, he asked whether Vanuatu had addressed agricultural education in an effective way or simply educating young people for white collar jobs? He acknowledged that young people needed the means of making a living in the rural area as well as the urban area. In that case USP was the most appropriate body for providing this kind of training. The views of the young people were very important in the formulation of policies

and must be taken into account, he urged. Finally, he stated that USP could assist the Government to make more appropriate long-term policies.

32. The Chairperson then summed up this session by asking USP to assist in identifying priority needs. He agreed that while there was a need for policy/ideology, the next step was not just to leave education platforms to gather dust on the shelf. They needed to be implemented, honoured and monitored. The need for greater and better co-ordination amongst the various institutions in order to effectively deal with education in rural areas, Year 10 school leavers, SPR (Spearem Publik Rod) and other problems was of paramount importance. In addition, there was a great need for a better information database, especially on students studying overseas and their fields of study. In conclusion, he reaffirmed the need for Vanuatu to work more closely with USP, and the region generally.

33. Based on the public sector paper and comments and recommendations made during the public forum and panel discussion the following priority areas were identified as requiring urgent attention in the future:

- (i) Access, quality, relevance, management, and financing of education.
- (ii) Long-term manpower survey for all sectors.
- (iii) Training of quality trainers.
- (vi) Co-ordination between the various post-secondary institutions be encouraged, promoted and implemented.
- (v) Development of adult continuing education programme targeting the grassroots.
- (vi) Closer links between education and training and the labour market requirements.
- (vii) Development of appropriate curriculum.
- (viii) Programmes for untrained primary school teachers.
- (ix) Development of training programmes to address the needs of school leavers especially those leaving at the end of years 6 and 10.
- (x) Further training and retraining of the public and private sector workforce.
- (xi) Standardisation of all vocational training centres.

- (xii) Focus to be directed towards the education and training needs of the private sector as highlighted in the CRP.
- (xiii) Lack of physical and appropriate support facilities.

In addition, the following were recommended for direct USP attention:

- (a) Design and co-ordinate courses in school administration, planning and management for principals of primary and junior secondary schools.
- (b) Assess and improve the management of extension studies being carried out by primary school teachers.
- (c) Assist in researching and developing the pre-school sector in areas such as curriculum and teacher training.
- (d) Undertake a tracer study on the whereabouts of graduates supported by education and training awards since 1986.
- (e) Undertake research in appropriate areas of concern to the Vanuatu community, e.g. small business.
- (f) Develop and implement programmes directed towards those students who could not progress further in their studies.
- (g) Support and strengthen national institutions such as INTV.
- (h) Increase the number of extension courses with the possibility of completing more degree and diploma programmes through this mode.
- (i) Establish a research and consultancy arm of the University.
- (j) Co-ordinate post-graduate programmes according to demands and available funding.

SESSION TWO

POST SECONDARY INSTITUTIONS PRESENTATION:

Mr Carlos Simarro, French Technical Adviser, INTV

Dr Bill Vistarini, Team Leader, AusAID Institutional Strengthening Project, INTV

34. The presentation for this session was shared by two speakers. A copy of their paper is reproduced as Appendix 2. Mr Simarro started by saying that the purpose of their paper was to stimulate discussion on post-secondary education in Vanuatu. In his presentation, he highlighted a number of challenges for the Vanuatu post-secondary education sector and identified the following problems that needed to be addressed:

- (i) lack of any real capacity to predict manpower needs
- (ii) paucity of links between education and training institutions and potential employers, especially those in the private sector. This also meant that employers had limited input into the content, methodology and location of training.
- (iii) articulation between the secondary and post-secondary sector was unclear. (It was not particularly clear within the sector.) This meant that there were few clear signposts or pathways for students.
- (iv) comprehensive planning for this sector had been less than effective.
- (v) evaluation of the performance of the sector had been limited.
- (vi) planning for appropriate change had been hindered by poor communication and lack of information.
- (vii) difficulty in responding to revised budgeting arrangements.

35. Mr Simarro said that INTV needed to be upgraded. There was also no clear planning for vocational teacher training at INTV and guidelines were not clear. He highlighted point (v) above with the need for external evaluation as very important and said that there was not enough communication between Vanuatu Teacher's College and other post-secondary institutions. As far as the major issues were concerned, Mr Simarro identified these as:

- * tension between the anglophone and francophone sections;
- * political pressures;
- * ad hoc discussions only about development;
- * projections based on anecdotal information; and
- * pressures from foreign aid donors.

36. In conclusion, Mr Simarro said that there was a need to address the above issues as some reports were out of touch with the industry. People needed to visit INTV to obtain first-hand information before making claims based on hearsay. Dr Vistarini said that a major concern was to establish industry training advisory committees in conjunction with other institutions, like USP, Government Training Centres etc. Unnecessary duplication needed to be avoided and maximum co-ordination between the various institutions must be encouraged. Advisory committees needed to be given real productive work in order to function. The presenter then reiterated some of the important issues that needed discussion. They included:

- * the need for more effective human resource planning;
- * mechanisms for planning within the post-secondary sector;
- * the nature of links with the private and government sectors;
- * the need for greater sectoral autonomy;
- * the importance of access for adult and return-to-learn students;
- * the need to increase gender equity;
- * the implications of proposals to move to triennial funding, 'net funding' and output funding;
- * increasing pressure to seek funding from other-than-government sources;
- * appropriate training for students who may not find formal employment;

- * articulation or pathways between and within sectors;
- * the role of Bislama; and
- * the expectation that the sector should be more efficient: it should do more with less.

37. Dr Vistarini then elaborated on some of the issues identified above. INTV at present was being treated as a junior secondary school and gender equity had to be handled very carefully, he said. There was some discussion on establishing an Arts and Craft section at INTV. He went on to say that the role of Bislama in training must be considered and warned that "we shall have to do more with less". Dr Vistarini then proposed the establishment of a national vocational training system in Vanuatu. In order for that to eventuate, there had to be a national structure, a proper legal framework, he argued. He recommended that the CRP needed to be underpinned by a training framework. Further, he said Vanuatu needed an Act to establish such a system.

38. In concluding the post-secondary institutions' presentation, Mr Simarro commented on the use of Bislama and proposed that this was essential for communication with students from the private sector. On-the-job people in industry often did not have the language expertise to be taught in French or English. The trainees would have to be grouped in their language areas. Finally he asked "which department is going to be responsible for the implementation of the recommendations of their paper?" Mr Simarro saw this as coming from ni-Vanuatu, not expatriates. The Chairperson thanked Mr Simarro and Dr Vistarini for their presentation before inviting comments from the floor.

PUBLIC FORUM AND PANEL DISCUSSION

39. The contributions from the floor raised a number of issues including the need for INTV to serve the vocational needs of Year 10 school leavers. INTV could help in upgrading artefacts, arts and crafts quality, for the tourism industry. It was also felt that USP could assist in offering and allowing the use of their library facilities to INTV and the Vanuatu Teacher's College. Post secondary institutions should work together to help themselves and not always rely on outside assistance. The issue regarding the standardisation of Bislama and how USP could assist in this process was

raised. In reply the Pro Vice-Chancellor (Emalus Campus) said that the standardisation of Bislama had already been effected and incorporated in the New Bislama Dictionary. The only people using this standardised version were the bible translators and the academics at USP.

40. Several interventions supported the use of Bislama in training courses given it was the only uniting factor in educational institutions. However, it was pointed out that the Vanuatu Constitution clearly stated that the “principal” languages of education were English and French. More than one language could be used. What was more important was getting the message across, it was argued. If students are going on to high school and university then obviously the standard of English or French required would be higher. One of the speakers made the point that Government should ensure that INTV overseas experts should all have a ni-Vanuatu counterpart in order for development to be sustainable. The need for a legal framework was also endorsed as a pre-requisite to supporting developments in the post secondary institutions. On the other hand it was pointed out that an act of Parliament was not enough and standards must be set for each level. Another speaker said that the increase in the number of technical schools and RTCs mirrored the failure of the formal education system to accommodate the numbers of children wanting to enter the system. He asked INTV and USP to co-ordinate technological needs and skills that should be taught at each level - RTC’s, junior secondary schools, senior high schools, INTV and universities.

41. In the private sector there was some confusion as to what exactly were the qualifications of an INTV graduate, it was claimed. The private sector wanted to use skilled people and needed to have inputs into the future development of INTV. The term “drop-out” should be avoided. INTV could do well to investigate the possibility of apprenticeship training, to help young people gain confidence and work/skills experience in the private sector, which was driven by time and money. There was a need to co-ordinate all efforts and produce a coherent national vocational programme that was meaningful for all levels of school leavers and all regions (urban and rural). For INTV graduates wishing to proceed for further studies, it was pointed out that help was needed in bridging the gap between an INTV qualification and the higher entry level, say for a USP BTech degree. This raised the issue of accreditation and the desirability of putting in place linkages or natural

progression to enable students to proceed further. Such progressions needed to be clear and consistent.

42. The following areas were identified as requiring attention as perceived by post-secondary institutions:

- (a) Manpower needs assessment survey be implemented.
- (b) Closer links between education and training institutions and potential employers.
- (c) Clarification of articulation between the secondary and post-secondary sectors.
- (d) Comprehensive planning and evaluation of performance in the sector, seen as crucial.
- (e) Lack of proper communication and information flow between post-secondary institutions.
- (f) Duplication of efforts to be avoided and maximum co-ordination encouraged.
- (g) Increase gender equity.
- (h) More effective links between Government and the private sector.
- (i) A national post-secondary education and training framework be established by legislation. (This framework should include clear educational and management structures, skills levels and allow for articulation and accreditation).
- (j) Bislama to be accepted as a medium of teaching in the post-secondary sector, especially in practical classes.
- (k) USP to consider more carefully the needs of francophone students.

Thursday 10 July 1997

SESSION THREE

43. The session opened with a prayer by Mrs Adeline Liu, President of the Churches of Christ Conference. After the Chairman reviewed the main points from the previous day a supplementary paper was presented by Ms Leah Loringmal on behalf of the Lycee Louis Antoine de Bougainville, which made two recommendations as to how USP could assist francophone students:

- * USP should become a bilingual university, catering for francophones as well as anglophones in the region; and
- * continued in-service teacher training, either at USP or Vanuatu Teachers College, and CFEB for francophone teachers.

NON-GOVERNMENT ORGANISATIONS PAPER: Mr Abel Nako

44. The non-government organisation paper was presented by Mr Abel Nako. The paper was in four parts. Part one presented an analysis of the concept of education in the context of Vanuatu. This was followed by a brief examination on the focus of education against the long and medium-term goals of education; quality and sustainable expansion. The role of individual education providers in an attempt to achieve these goals was the subject of part three. The final section of the paper was a proposal to re-focus education in Vanuatu with special attention being directed to the rural population. The full text of the NGOs' paper has been reproduced in Appendix 3.

45. According to the NGO paper, education fulfilled four basic purposes. These were literacy, vocational/life skills, technical, and professional. In addition, it also served as a vehicle for self-discipline and it allowed individuals to realise their full potential. Despite efforts to improve the education system, Mr Nako said that the present system was responsible for 80% of primary students remaining in their villages without properly equipping them with life skills. Mr Nako then highlighted some of the

practical issues that he claimed had contributed to the current malaise. These included: tension between anglophone and francophone; small pool of trainers; and rapid growth in school age population. In response to these issues, Government had built more French schools, taught both English and French in schools, provided more scholarships, changed primary school age, and free primary education/school fees subsidy.

46. The paper then argued that given the present situation in education, there was an urgent need to refocus priorities in education. Mr Nako presented data which showed that 67% of primary students remained in rural villages, and less than seven per cent progressed to year 11. He also said that the current education framework allowed different institutions to pursue an educational trend that was oriented towards jobs in the urban area. In summary, Mr Nako observed that the current education system was perceived to be:

- (a) focused on different educational institutions subscribing to education derived from split purposes with unrealistic expectation of employment opportunities.
- (b) producing a disoriented sense of empowerment for ni-Vanuatu.
- (c) portraying and promoting disparity among individuals and communities, as well as elitism.
- (d) distancing itself from school dropouts.
- (e) not concerned with the vocational sector.

47. The paper then strongly argued for a change in focus of the education sector through the following:

- (i) re-visiting the common purpose of education for an analysis so that different educational institutions have a common base and are working towards common ends although retaining their identities.
- (ii) reviewing the primary school curriculum.

- (iii) rural training centres to play a more significant role as an education provider for Vanuatu.
- (iv) sustainable livelihood and business ventures to become the prime focus of the proposed change.
- (v) the need to standardise Bislama and formalising it as a medium of instruction for training.

48. The paper also argued for more direct linkages between RTCs/NGOs and the wider industry through INTV. Mr Nako then made the point that sustainability and dependency do not work together. To be successful in business it was essential that this dependency mentality be eliminated. The following suggestions were proposed:

- primary school curriculum to be reviewed with RTCs becoming a real option for a large portion of primary school leavers.
- training in RTCs to be carried out by NGOs within the related fields of health, literacy, environment, and civil rights to support government policy.
- Bislama to be the official medium of communication at RTCs.
- more direct links to be established between RTCs and INTV.
- INTV to develop sub-centres in the six provinces.
- INTV to become highly specialised and to cater directly to RTCs needs and in turn rural industry needs.

Mr Nako concluded his presentation by highlighting the following areas for USP attention:

- (i) USP in close collaboration with the MOE identify measures to bridge the gap between the unemployed rural youth population and formal vocational training.

- (ii) Establish closer working relationships with NGOs, particularly VANGO.
- (iii) Run certificate courses in community development relevant to the needs of Vanuatu.
- (iv) Facilitate business courses in close collaboration with the Department of Co-operatives and Rural Business conducive to the local business environment and economic activities.
- (v) Work with MOE towards national standards in non-formal education (NFE).
- (vi) Upgrade the standard of Tagabe Agriculture School with the help of School of Agriculture at Alafua campus.

PUBLIC FORUM AND PANEL DISCUSSION

49. The first contribution from the floor observed that while the NGO paper had some excellent recommendations, he was concerned that USP was expected to be everything to everyone. If Vanuatu was really going to become an independent nation, who is going to produce the internationally recognised plumbers, welders etc, he said. When talking about scholarships, people were effectively talking about dependency, he claimed. In reply, the presenter said that not everyone was expected to have recognised certificates. Grassroots people acquired skills by practical transfer through informal methods.

50. Another participant reminded the forum that the best resource that Vanuatu had was the land and there was a need to place some emphasis on agricultural training. It was pointed out, however, that while at Malapoa College efforts were being made to encourage the teaching of agriculture in schools, in reality students opted for courses that would lead to white collar jobs. Very few students wanted to go and work on the land. He also said that USP had courses in agriculture but very few wanted to study agriculture. Several interventions shared the view that Government bodies and NGOs should work together to address the common problems of Vanuatu. Where

USP could help was in more teacher training, including more pre-school teacher training, because there was a real need for qualified teachers in all areas of education. Other contributions raised the issue of “what are we educating/training people for?” as the main question to pose. There was a definite need to address the problems of why young people preferred to become pilots rather than learning to work the land.

51. One participant commended the NGOs for their active participation in community development in the sense that they had shown that it was not just USP that had come to the aid of community education. While USP already had a well-established continuing education programme and non-formal programmes, to date there had not been a great deal of interest in them. It was clarified that the USP Centre was happy to supply further information if needed. The Centre and sub-centre were important providers of training programmes. At the conclusion of the public forum discussion, the Chairperson invited Mr Geordie Mackenzie-Reur from the private sector to present his summary of Wednesday’s discussions. He said that SPR (young unemployed school leavers: Spearem Publik Rod) was a very negative term and suggested that these young people needed the opportunity to contribute and should be considered as “Special Productive Resource” instead. He commented on inappropriate curriculum and policies as well as frequent changes in education policy, as problem areas. He proposed the following solutions:

Immediate

- use of Industry Advisory Committees;
- formalising the co-ordination of training institutions (use of available resources for identifying training needs)-to give direction for post secondary students; and
- establishment of formal systems/structure for the recognition/certification of the skills of the present workforce and develop training programmes to meet gaps.

Medium Term:

- seriously look at INTV recommendations for the establishment of a National (Vocational) Training System Act. Need a comprehensive (national) review of the education system as recommended in the CRP; and
- disagreement with NGO recommendation for free education because it decreased self-reliance and removed incentive to work for and value education.

52. The Chairperson also invited Mr Etienne Warimavute and Ms Leah Lloringmal both of Lycee LAB to give a short statement. They emphasised problems of access to USP, especially for students coming out of Year 13 and 14 from Lycee. They also questioned the decision to put back the Cours Superieur de Formation (CSF) at Lycee instead of remaining at USP. Mention was made of an agreement in Paris in 1994 to equalise the opportunities for anglophone and francophone students from Years 11 to 13/14 level. The signatories of this agreement had agreed that Lycee students at 13/14 level should go to USP. This had been the case in the past but students were now back at Lycee. In summary, they reiterated that the door to higher education for francophone students was hardly open and this was a national problem.

53. Many of the participants symphasised with Lycee's problem and agreed that it needed to be addressed immediately by all parties concerned. The forum was reminded that the Lycee problem was a difficult one to address given that USP was made up of 12 member countries with 11.5 of them English speaking. For USP to operate as a bilingual English and French University was, therefore, difficult.

54. The following priority areas were identified by the NGOs paper and the public discussion as requiring attention:

- (a) addressing the needs of the 80% of primary students who dropped out of schools for whatever reason.
- (b) training of trainers.
- (c) refocus of priorities in education.

- (d) making available vocational training, particularly for rural dwellers.
- (e) reviewing the primary school curriculum.
- (f) establishing more direct links between RTCs and INTV.

For USP the following areas were suggested for consideration:

- (a) identifying measures to bridge the gap between the unemployed rural youth and formal vocational training.
- (b) administering certificate courses in community development relevant to the needs of Vanuatu.
- (c) facilitating the offering of business courses in collaboration with appropriate local authorities.
- (d) working with MOE towards national standards in non-formal education.
- (e) upgrading the standard of Tagabe Agriculture School with the help of SOA at the Alafua campus.

SESSION FOUR

DONORS PRESENTATION:

Ms Teena Baker, Student Officer, NZODA

Mr Steve Hogg, Director AusAID

Mr Carlos Simarro, Representative, French Government

55. The purpose of New Zealand's aid programme was to achieve lasting improvements in the living conditions of present and future generations of people living in developing countries, especially the poor. The key to the achievement of this goal was in education. Ms Baker then highlighted the guiding principles in New Zealand assistance to developing nations including Vanuatu as: partnership responsibility; building capacity; sustainability; reducing poverty; participation of all people in the development process; and involving the New Zealand community through sharing of expertise and forging links. The New Zealand paper has been reproduced as Appendix 4.

56. New Zealand was committed to full participation by women in the development process. To promote this, the New Zealand programme would be supporting activities that would enhance the role and position of women and increase their equitable participation in and benefits from development activities. In the scholarships area, one of the key considerations would be gender equity. On New Zealand's total aid programme to Vanuatu, Ms Baker said that education had dominated allocation in the past, and in the 1996/97 year accounted for about 70% of New Zealand aid to Vanuatu. This reflected the importance the Vanuatu government attached to the sector.

57. Of the total NZ aid to education, a large proportion was channelled to scholarships for overseas study. Of the 100 ni-Vanuatu students currently on study awards, the majority were studying in regional institutions. This trend would continue into the future with 24 new awards earmarked for study at regional institutions compared to only seven for New Zealand. This change had been necessary due to two main factors; cost effectiveness of regional institutions, and appropriateness of the training they offered. For the future, New Zealand envisaged a continuation of the present trend with education winning the lion's share of NEODA resources to Vanuatu. Ms Baker also said that funding for the USP Foundation Programme would be phased out over the next three years, as Government wanted preparation for tertiary

education to be concentrated under the bursary programme taught at Malapoa and Matavulu colleges.

58. Mr Steve Hogg of AusAID presented Australia's perspective as a donor to Vanuatu and USP. He said that the timing of the seminar was fortuitous given the recent endorsement of Vanuatu's Comprehensive Reform Programme. The need to improve the education system was one of the clear messages that emerged out of the CRP. The seminar therefore provided an opportunity for Vanuatu and USP to assess future needs and discussed ways to improve the education system. As with New Zealand, education was a key priority in Australia's aid programme to the region. The key principle governing educational aid were: access, equity, quality, relevance, and effectiveness. It was of interest to note that these were also identified in the CRP as areas that needed improvement. The Australian paper has been reproduced as Appendix 5.

59. On Australia's relationship with USP, Mr Hogg said Australia was a major donor to the University. He said Australia recognised and supported the unique role of USP in serving the needs of the member countries. It was Australia's aim to continue this relationship into the foreseeable future for it was pleased and satisfied with progress and development USP had made in providing appropriate levels of education and training for the Pacific. The seminar was also informed that AusAID had initiated a tracer study to ascertain the whereabouts of ni-Vanuatu funded under Australian aid.

60. Mr Hogg then identified some key issues and constraints that had hampered Australia's ability to respond effectively to the educational needs of Vanuatu. These were: political instability; broad capacity constraints in the public and private sector; the lack of an education strategy to direct donors' assistance; the lack of human resource development priorities; and an appropriate budget commitment to the education sector which included meeting obligations for donor-financed activities and their on-going costs. Australia's aid activities, according to Mr Hogg, were directed mainly towards improving the level of education, skills and capacity in Vanuatu. In conclusion, Mr Hogg identified four areas where USP could focus its attention in the future. These included distance education, gender and rural equity, donor consultations, and the secondary teachers training project.

61. Mr Simarro made a short verbal presentation on behalf of the French Government. Like the other donors, France considered education as a key area for funding. As such, training of teachers at all levels and in all types of institutions was of vital importance. Without this development, for example, progress at the Vanuatu Teachers College would be difficult. The policy was to enable more students to gain further training although it was also accepted that not only universities could provide university education, other kinds of institutions were equally viable. "The CRP was perceived as a global approach to current problems", Mr Simarro said. He said France saw the need for a well functioning national education policy as a vital requirement for national development. At the same time, specialist areas particularly appropriate for Vanuatu should not be ignored, for example, agriculture and technical trade areas. In conclusion, he said that France favoured greater consultation and co-operation between USP and the French University of the Pacific. The Chairperson thanked all three presenters for their contributions. He then invited comments from the floor.

PUBLIC FORUM DISCUSSION

62. The first intervention acknowledged the level of assistance to USP from donors, especially Australia and New Zealand. He noted with concern, however, that support for the Foundation Programme would be phased out by 1999. He would like to know what sort of arrangements could be made for students who normally came through this route, and whether the Bursary institutions had the capacity to cater for this larger number of students who previously benefited from Foundation Studies. In reply, one of the presenters said that this was a very good question. The Vanuatu Government was not focussing on this potential problem. The phasing-out of the Foundation Programme had been made known to the Government 18 months previously. The challenge for all Pacific nations was to address the problem of the growing number of students wanting tertiary education. The role of USP and INTV, for instance in short-term and technical training, needed to be looked at. There was also an unrealistic expectation that donors would continue to award scholarships without limit. There was a pressing need for direction in policy making, especially in regard to long term manpower planning.

63. The Government's intention was to increase the Year 13 Bursary intake, it was clarified. However, Foundation Studies was an important alternative and ways of providing direct assistance to support the continuation of this programme were still needed. The donors reaffirmed the view that they did not want to undermine the Government's responsibility to develop their policy for Year 13. Another speaker thanked the presenters and agreed that it was certainly not the donor's responsibility to chart the future - that was the duty of the Government. It was also Government's responsibility to budget for the future. The key point was to draw up plans in education that were viable in the long term. There needed to be close co-operation between donors and government concerning priorities in the CRP. The government needed to "put its resources where its mouth is". Donors resources and funding should not be wasted. It was observed that results did not match the generous donor input into the education sector, and Vanuatu needed to examine this failing on the part of government planning.

64. The emphasis by donors on gender equity was raised by one of the participants. It was pointed out that children in Vanuatu were selected on academic merit at all levels without regard to gender. In support, a question was posed to donors as to what they thought should be done on behalf of gender equity that Vanuatu was not already doing? In reply, the AusAID representative said that they would not disadvantage males in offering opportunities for women, and merit was still the basis for selection. Vanuatu needed to use its resources in order to improve the quality of life.

65. The last speaker expressed a concern on the lack of scholarship awards for junior secondary teachers who wanted to pursue degree studies but did not have the entry requirement, yet had long years of teaching experience. It was pointed out that tertiary institutions entry requirements had to be fulfilled and three separate bodies were involved in making decisions regarding the award of scholarships - scholarship board, aid donors, and tertiary institutions.

SESSION FIVE

STUDENTS PRESENTATION: Mr Chris Garoles

66. The statement on behalf of students was made by Chris Garoles, USP Extension representative. Mr Garoles said he wished to share the concerns of extension students, who did not have the privilege that Laucala Campus full-time students have. He presented the following recommendations:

- * More degree courses be offered through extension with the possibility of completing a Bachelor Degree programme through extension.
- * In order for the suggestion made above to be successful, students would have to have access to more face to face teaching.
- * Students should have access to visual as well as audio teaching aids.
- * Establishment at Centre level of a Learning Support Network, from a range of groups of subject experts.
- * Computing Services should be easily accessible to all students enrolled at Emalus Campus.
- * Improvement in science laboratory facilities.
- * Provision for hostels for extension students.
- * A strong and active Alumni Association in Vanuatu.
- * USP be requested to seriously consider the necessity of improving its student community service facilities at the Emalus Campus - for example, recreation facilities such as a gym and a health service which includes extension students.

PUBLIC FORUM DISCUSSION

67. The first speaker said that while the recommendations may be justifiable, in reality how could extension students complete degree studies from rural areas? Cost would be a problem and he suggested the establishment of a national scholarship awards scheme for such students. The USP Centre Director noted that the Australian Government had made available an allocation of \$40,000 a year to support disadvantaged students like those mentioned above. In 1996, 18 students' course fees were paid for from this money, and in 1997, 35 students had part of their fees paid for from this allocation. The New Zealand Government had offered to assist female students while the Australian Government had also proposed to assist the Sub-Centre in Santo for a full-time Foundation Programme.

68. Commenting on the recommendations made by the student representative, the Centre Director said that while he felt they were quite valid, young people had become used to being subsidised. USP needed to operate on a self-funding basis and students had to recognise that to expect USP to provide extension students with hostel accommodation was not feasible. Law students were full-time students and still had to pay for their campus accommodation and for cleaning services. This was the reality, but the recommendations made were still welcomed. On the establishment of an Alumni Association, it was pointed out that this was up to students themselves to organise. The Chairman then thanked everyone for their contributions.

CONCLUDING SESSION

69. The following problem areas had been identified during the seminar as requiring urgent attention by all parties interested and concerned about the development of education in Vanuatu. They are not presented in any order of priority.

- (1) Access, quality, relevance, management, and financing of education.
- (2) Long-term manpower survey for all sectors.
- (3) Training of quality trainers.
- (4) Co-ordination between the various post-secondary to institutions be encouraged, promoted and implemented.
- (5) Development of adult continuing education programme targeting the grassroots.
- (6) Closer links between education and training and the labour market requirements.
- (7) Development of an appropriate curriculum.
- (8) Training for untrained primary school teachers.
- (9) Development of training programmes to address the needs of school leavers especially those leaving at the end of years 6 and 10.
- (10) Further training and retraining of the public and private sector workforce.
- (11) Standardisation of all vocational training centres.
- (12) Focus to be directed towards the education and training needs of the private sector as highlighted in the CRP.
- (13) Need for physical facilities.
- (14) Design and co-ordination of courses in school administration, planning and management for principals of primary and junior secondary schools.
- (15) Assessment and improvement of the management of extension studies being taken by primary school teachers.
- (16) Assistance in researching and developing the pre-school sector in areas such as curriculum and teacher training.
- (17) A tracer study on the whereabouts of graduates supported by education and training awards since 1986.

- (18) Research in appropriate areas of concern to the Vanuatu community, e.g. small business.**
- (19) Development and implementation of programmes directed towards those students who could not progress further in their studies.**
- (20) Support for strengthening of national institutions such as INTV.**
- (21) Increase in the number of extension courses with the possibility of completing more degree and diploma programmes through this mode.**
- (22) Establishment of a research and consultancy arm of the University.**
- (23) Co-ordination of post-graduate programmes according to demands and available funding.**
- (24) Implementation of a needs assessment survey.**
- (25) Closer links between education and training institutions and potential employers.**
- (26) Articulation between the secondary and post-secondary sectors is unclear.**
- (27) Crucial comprehensive planning and evaluation of performance in the sector.**
- (28) Development of proper communication and information flow between post-secondary institutions.**
- (29) Avoidance of duplication of efforts and maximum co-ordination encouraged.**
- (30) Increasing gender equity.**
- (31) More effective links between Government and the private sector.**
- (32) Legislation to establish a national post-secondary education and training framework. (This framework should include clear educational and management structures, skills levels and allow for articulation and accreditation).**
- (33) Acceptance of Bislama as a medium of teaching in the post-secondary sector, especially in practical classes.**
- (34) More careful consideration by USP of the needs of francophone students.**
- (35) Address the needs of the 80% of primary students who dropped out of schools for whatever reason.**

- (36) Improved training of trainers.
- (37) Refocus of priorities in education.
- (38) More access to vocational training, particularly for rural dwellers.
- (39) Review of the primary school curriculum.
- (40) More direct links be established between RTCs and INTV.
- (41) Identification of measures to bridge the gap between the unemployed rural youth and formal vocational training.
- (42) Introduction of certificate courses in community development relevant to the needs of Vanuatu.
- (43) Facilitation of the offering of business courses in collaboration with appropriate local authorities.
- (44) Collaboration with the MOE towards national standards in non-formal education.
- (45) Upgrading the standard of Tagabe Agriculture School with the help of SOA at the Alafua campus.

CLOSING

70. Professor Lynch thanked the donors who funded the seminar, the Chairman of the Planning Committee for organising the programme, the presenters, and all who contributed to the discussions. The main aim of the seminar, he said, had been to see how USP could improve its services and functions. Recommendations of the Vanuatu seminar will be co-ordinated with recommendations from other national seminars in USP member countries. Finally, he acknowledged that many of the comments made at the seminar had been very helpful and relevant to key issues for the development of education in Vanuatu. A very positive outcome had been the expression of awareness that different educational institutions should be communicating with each other on a regular basis. Professor Lynch then officially declared the seminar close.

Emalus Campus
Port Vila
11 July 1997

THE UNIVERSITY OF THE SOUTH PACIFIC VANUATU
STRATEGIC PLANNING SEMINAR IN EDUCATION

EMALUS CAMPUS, PORT VILA,
WEDNESDAY 09 JULY - THURSDAY 10 JULY 1997

PROGRAMME

DAY 1. WEDNESDAY 09 JULY 1997

MC: Mr Thomas Marakitere

Welcome Address:	Jacques Sese <i>Director General of Education</i>
8.30am -	Official Opening Hon. Louis Carlot <i>Minister of Education, Youth & Sport</i>
8.55am -	Vote of Thanks Professor John Lynch <i>Pro Vice-Chancellor</i> <i>Emalus Campus</i>
9.00am -	Morning Tea
9.30am -	Public Sector Paper James Toa <i>Senior Planning Officer</i> <i>National Planning Office</i>
10.00am -	Public Forum Discussion
11.00am -	Panel Discussion
11.30am -	Lunch Break
2.00pm -	Post Secondary Institutions Presentation (1) Mr Carlos Simarro <i>French Technical Adviser, INTV</i>

(2) Dr Bill Vistarini
*Team Leader, Aus AID Institutional
Strengthening Project, INTV*

3.00pm - Public Forum/Panel Discussions

DAY 2. THURSDAY 10 JULY 1997

MC: James Toa

8.30am - Statement: Ms Leah Lloringmal
Provisieur Adjoint LAB

9.00am - NGO Presentation
Mr Abel Nako
*Director, Vanuatu Rural Development Training
Centres Association (VRDTCA)*

10.00am - Morning Tea

10.15am - Public Forum Discussion

11.15am - Summary of NGO's & Private Sector
Recommendations
Jordie McKenzie
*Chief Executive, Vanuatu Chamber of
Commerce and Trade*

11.30am - Statement: Lycee LAB
(1) Etienne Warenavute
Coordinator of CSF
(2) Leah Lloringmal
Deputy Principal, LAB

12.30pm - Lunch

2.00pm - Statement from Donors:
(1) Teena Baker
Student Liaison Officer, NZODA
(2) Mr Steve Hogg
Director, AusAID

(3) Mr Carlos Simarro (on behalf of Dennis Viard)
French Cultural Attache

2.30pm - Public Forum/Questions

3.30pm - Statement: Students and Parents of
Emalus Campus
Mr Chris Garoleo
USP Extension Student

4.00pm - Closing Remarks
Professor John Lynch
Pro Vice-Chancellor
Emalus Campus

THE UNIVERSITY OF THE SOUTH PACIFIC VANUATU
STRATEGIC PLANNING SEMINAR IN EDUCATION

EMALUS CAMPUS, PORT VILA
WEDNESDAY 09 JULY - THURSDAY 10 JULY 1997

LIST OF PARTICIPANTS

<u>NAME</u>	<u>TITLE/ORGANISATION</u>
1. Abel Nako	Director, Vanuatu Rural Training Centre Association
2. Adeline Liu	President, Churches of Christ Conference
3. Alan McPhail	Teacher, Malapoa College
4. Alison Taylor	In-Service Teacher Training Facilitator
5. Anne Naupa	Deputy Principal, Malapoa College
6. Antoine Thyna	Director of Secondary Education
7. Bill Vistarini	Team Leader, AusAID Institutional Strengthening Project, INTV
8. Bill Willie	Principal Training Officer, Government Training Centre
9. Bob Loughman	Co-ordinator, Rural Skills Training Programme
10. Carlos Simarro	French Technical Adviser, INTV
11. Cathy Solomon	National Co-ordinator, Vanuatu National Council of Women
12. Chris Garoleo	Representative, USP Extension Students
13. Craig Martin	Observer
14. David Smith	Adviser, National Planning Office
15. Eloi Leye	Assistant Director, D.E.C.
16. Eric Natuoivi	Principal, Basic Education Training Centre
17. Etienne Warimavute	Co-ordinator of CSF, Lycee LAB
18. Francois Aissav	Vanuatu Weekly
19. George Maniuri	Director, National Planning Office
20. Gilbert Mevmar	Second Secretary of Education
21. Hanington Alotoa	Loans Manager, Vanuatu Development Bank

22. Hanson Mata Kalkot	Secondary Curriculum Coordinator, Curriculum Development Centre
23. Harold Qualao	Engineering Consultant, Private Sector
24. Henry Vira	Director, FSP Vanuatu
25. Hollingsworth Ala	Senior Assistant Registrar, Emalus
26. Jacques Sese	Director-General of Education
27. James Toa	National Planning Office
28. Jean-Pierre Nirua	Director, USP Centre
29. Jesse Dick	Interim Co-ordinator, Planning and Implementation Unit, Ministry of Education
30. Jimmy Mangawai	Senior Labour Officer, Labour Department
31. John Keni	USP Law student's representative and President of USP Student's Association, Emalus Campus
32. John Niroa	Principal, Malapoa College
33. Jordie McKenzie	Chief Executive, Chamber of Commerce and Trade
34. Kalmele Matai	Principal Education Officer, Ministry of Education
35. Leah Lloringmal	Deputy Principal, Lycee Louis Antoine de Bouganville
36. Lennox B. Vuti	Deputy General Manager, National Bank of Vanuatu
37. Li Ligo Yusu	Second Secretary, Chinese Embassy
38. Neil Stevens	Co-ordinator, VANGO
39. Pastor Alan Navuki	Member of Parliament
40. Professor John Lynch	Pro Vice-Chancellor, Emalus Campus
41. Roger Southern	AusAID Project, INTV
42. Rufino Paneda	Extension Lecturer, USP
43. Sandra Rennie	Gender Equity Specialist, AusAID Project, INTV
44. Savenaca Siwatibau	Pro Chancellor and Head of UNEPOC
45. Sethy Regenvanu	Private Sector

ATTACHMENT B

- | | |
|-----------------------|--|
| 46. Steve Hogg | Director, AusAID |
| 47. Steven Garae | Co-ordinator, Student Services,
Emalus |
| 48. Teena Baker | Student Officer, New Zealand High
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Republic of Vanuatu

PAPER PRESENTED TO THE VANUATU/USP
EDUCATION STRATEGIC PLANNING SEMINAR

Coordinated by the Vanuatu's Ministry & Department of
Education, in collaboration with the University of the South
Pacific, Suva and USP Emalus Campus.

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July 1997

VANUATU STRATEGIC PLANNING SEMINAR.

PUBLIC SECTOR PAPER

INTRODUCTION

This paper, like the other papers, was developed with the hope to outline some of the key issues that could assist meet the objectives of this workshop - assessing the capacity of the University of the South Pacific (USP) in responding to the needs and priorities of the regional governments.

Unfortunately Vanuatu has never carried out any specific assessment on the effectiveness of USP on the economy, even an internal priority training needs assessment for future manpower. However the general focus on these specific training and manpower needs can be analysed from DP3, DP4 (draft) and the Comprehensive Reform Program¹ (CRP) document.

Vanuatu will only be able to provide a clear assessment of needs only once it has developed its Human Resources Development Plan as stated and emphasised by the CRP.

This paper only form the basis for discussion as it is an analysis of the issues currently affecting the specific topics as outlined in the framework of the Strategic Paper.

Please take note that this paper, being part of the various papers requested by the Planning Committee, was drafted to enable discussions and eventually recommendations from the Seminar. This paper, especially the recommendations may not necessarily be the view of the government but the presenter.

BACKGROUND

Education is the key to development, the means to good health,

¹ CRP Document was endorsed in Port Vila, July 1997.

economic security, wise use of natural resources, and for acquiring the capacities which can be used in cultural, social or political activities.

Vanuatu's long term educational goal is for ten years of high quality education for the majority of children, while the short term aim is to improve the quality of schooling, and for the sustainable expansion of the system. However, the environment in which these goals must be achieved is unique, including more than 105 vernaculars, two official languages and one national language; schools scattered over more than 60 islands; high rates of population growth, and rapid urban drift. The low level of formal schooling of the majority of the adult of population indicates that opportunities for continuing education for this group are also a priority.

A) MAJOR AREAS OF NEEDS IN PRIMARY & SECONDARY EDUCATION.

The formal school system consists of six years of primary education, four years in junior secondary and two to three years of senior secondary education. Progress after primary schooling is by examination passes, and there is extreme competition for the very limited number of secondary school places.

The situation of the education system, both formal and informal, in Vanuatu today is such that there is need for some strategic assessment to the system for improvement. We may wish to look at our *needs* as issues currently hindering the effectiveness of our education system. Five important issues are stated in the *Comprehensive Reform Programme* (CRP) document. These are i) Access ii) Financing of Education iii) Quality iv) Relevance of education and training, and v) Management. Options for considerations were also given towards these issues.

PRIMARY EDUCATION

Primary school access is reasonable but requires continual rapid growth to keep up with school age population growth of 4.5% per year. While primary school enrolment has much improved, many of these schools are small and isolated in outer island locations, and are therefore very

APPENDIX 1

expensive both to keep and to service. Rationalising primary school facilities so as not to place young children in isolated communities at a disadvantage is a continuing challenge to the Government. Primary school enrolment by regions is shown in Table 1. Many of those catering for Grades 1 to 6 function under difficult situations characterised by isolated and small communities, lack of physical infrastructure, poor transportation and limited cash earning opportunities. These are exacerbated by the insistence of communities to establish separated schools for reasons of religion, or language (i.e. Francophone or Anglophone).

Table 1: Total Number of Primary Enrolments by Province and Controlling Authorities, 1996.

Provinces	Total of Enrolments	Government	Assisted	Private
TORBA	1245	1214	-	31
SANMA	5518	3726	1339	453
PENAMA	4582	3293	1192	97
MALAMPA	6880	4439	2056	385
SHEFA	7350	6183	506	661
TAFEA	5719	4152	1370	197
TOTAL	31249	23007	6463	1824
& Distribution	100%	74%	21%	6%

Source: School Statistics, School Mapping & Statistics Unit, Department of Education, 1997.

In many rural locations, untrained teachers had to be recruited and the 1994 Statistics Report of the Department of Education showed some 24 percent of primary school teachers were untrained.

The majority of Vanuatu young people leave school either at the end of the sixth year, largely due to the lack of available places. Because Vanuatu communities live in small isolated islands, it is necessary to provide secondary and tertiary education at central locations serving a

group of islands, which require boarding facilities that are expensive to provide and maintain.

The pressure on the education system to provide at least primary education for all children will continue to limit resources available for education at higher levels. The high growth rate of school-age children is expected to continue over the next 10 to 15 years so the enrolments are expected to double by year 2010. Whether Government services will be able to expand to keep up with this rate of growth or face reduced enrolment rates in the next decade and a half is uncertain.

Recommendations

- 1) *USP in collaboration with Department of Education and Emalus Campus to design and coordinate courses in School Administration, Planning & Management for principals of Primary and Junior Secondary Schools (equivalent to that implemented in Kiribati...)*
- 2) *In collaboration with the Department of Education, assess and improve the management of extension studies being carried out by Primary School teachers.*
- 3) *USP in collaboration with the Primary Unit coordinate the Community Support in Education Program as is implemented by other South Pacific Countries.*
- 4) *That USP in collaboration with the government, local and international NGOs, assist in the researching and development of the Pre-School Sector. Serious areas of concern are i) curriculum, ii) materials (teacher/kids) and iii) teacher development.*

SECONDARY EDUCATION

At the end of Grade 6 pupils sit for admission to limited places in some 39 secondary schools scattered through the islands. Of these, 22 are Government owned, 11 are government assisted and 6 are private. Most of these schools offer Grades 7 to 10 to just over 5,000 pupils

APPENDIX 1

served by just under 300 teachers giving a low student to teacher ratio of 17. Only two institutions, Malapoa and Matevulu offers Yr. 13 Bursary. Government efforts to expand facilities at this level resulted in the intake of pupils leaving Grade 6 rising from 20 percent in 1994 to 25 percent in 1995. Generally only about 1 in 3 grade 6 leavers go on to grade 7. Table 2 shows junior secondary school enrolment by region in 1995. There are 17 Anglophone, 12 Francophone, and the rest are bilingual schools.

The formal school system currently provides higher secondary education for Anglophone pupils through four schools and one for Francophone pupils. In 1995 some 507 pupils were enrolled at higher secondary level. Entry to senior secondary schools is by qualifying examination at the end of Grade 10. At the end of the 1994/1995 school year 928 candidates competed for the 488 available places at Grade 11 resulting in a 48 percent leaving schools at the end of Grade 10.

Table 2: Junior Secondary School enrolments, 1995

Region	Pupils	Classes	Pupils per class	Teachers	Pupils per teacher
Torba	118	4	30	5	24
Sanma	1174	34	35	65	18
Penama	646	8	81	48	13
Malampa	1053	30	35	45	23
Shefa	1777	38	47	116	15
Tafea	357	12	30	19	19
VANUATU	5125	126	41	298	17

Source: Ministry of Education, Statistical Digest 1995.

Vanuatu's secondary school system includes 14 vocational/technical schools of which 10 are entirely private, 2 are Government assisted and 2 are Government owned. These schools in 1994 enrolled a total of 229 male and 189 female pupils. Only 1 out of every 3 of the 33

teachers engaged for these vocational schools is trained.

However, the training of training and re-training of teachers is a crucial matter to the education system. In 1994 only 24% of primary school teachers were trained. In vocational/technical schools only 11 of 33 teachers are trained. Secondary schools are far better with around 90% of teachers trained (Table 3) although many are expatriates in senior secondary. The Full Time Foundation Studies Programme (FFSP) Review in 1996 indicated that some ni-Vanuatu teachers teaching the Year 13 Bursary needed to complete an appropriate level of qualification to teach Yr. 13.

Table 3: Distribution of Secondary Teachers by Province, by qualifications, 1996.

PROVINCE	TOTAL TEACHERS	TRAINED	UNTRAINED
TORBA	8	8	-
SANMA	56	48	8
PENAMA	49	45	4
MALAMPA	42	39	3
SHEFA	112	106	6
TAFEA	22	18	4
TOTAL	289	264	25
% DISTRIBUTION	100	91.35	8.65

Source: School Statistics, Statistics Unit, Department of Education

Recommendation.

- 1) *That USP and the Department of Education, through the Secondary Unit, coordinate extension studies for those teachers:*
 - *who have never completed their studies*
 - *who wishes to undertake another post graduate study that will assist improve his/her capability*

B) PREDICTED MANPOWER

Predicting manpower is currently an issue of each organisation as of the government. Several experts have been hired by the government to produce a guideline in this area but never materialised. Therefore there is not yet at present a clear analysis that could indicate to the government and other related authorities a predicted manpower as required by the economy. Nevertheless, with the smallness in nature of Vanuatu's economy, it is obvious to say which sectors of development lack qualified manpower. This has been discussed in DP3, DP4 (draft) and the CRP. Several studies such as Vanuatu Economy by Dr J. Fallon² and the recent ADB Study³ on Vanuatu has made clear observations in this matter.

According to the general nature of Vanuatu's economy, the Government's Scholarships Board begun considering placing training priorities into specific technical fields such as in medicine, engineering, law, environment etc...

Vanuatu's DP4 stated that, and was fully supported by the CRP, Vanuatu will move into the next period with the theme of "Private Sector Led Growth". This clearly indicates that more training must be emphasised for the private sector related fields; economics, accounting, management, business, banking/credit, tourism etc..

The National Planning Office, in conjunction with the Department of Public Service, Government Training Centre, the Training & Scholarships Coordinating Unit (TSCU) and Labour Department have embarked on developing for the first time a "Manpower Survey" (MS) with basically the following objectives:-

i) **Long Term**

- To establish a reliable data-base which will be used to assess

²Dr. J. Fallon, *The Vanuatu Economy - Creating Conditions for Sustained and Broad Based Development*, International Development Issue No.32, 1994.

³Vanuatu - *Economic Performance, Policy and Reform Issues*, Pacific Studies Series, ADB, 1996.

manpower needs and requirements which will assist with a more strategical policy in training needs and manpower to improve the productivity and efficiency of the existing work-force.

ii) **Short Term**

- To assess the current level of training requirements in the Public Service by providing a comprehensive database that will meet the immediate data needs of the Public Service Department (PSD) and the NPO

It is envisaged that the analysis of the survey will form the basis of assessing the strengths and weakness of the total labour force in the government and other statutory bodies. However, this does not cover private sector and community related organisations.

Parallel to this information, the CRP endorsed that the National Planning Office, in conjunction with other government agencies, private sector and NGOs, formulate a comprehensive human resource development plan which will outline the human resources development needs of Vanuatu, the Vanuatu Human Resource Development Plan⁴ (VHRDP). The VHRDP will be developed as part of the proposed Education Master Plan (EMP), a document that will provide a holistic planning and development details for the future development of education.

The range of posts filled by expatriates in the public sector in 1996, for example is summarised in Table 4. Most of the personnel, such as, engineers, lawyers, and doctors take many years to train and are costly to produce. The majority of ni-Vanuatu with necessary qualifications for upper level of management and technical posts have gone through the Anglophone school system. University training for most of them has been obtained through Government scholarships in Australia, New Zealand, and the University of the South Pacific (see table...). The recent establishment of the French University in New Caledonia is yet to have an impact on the number of Francophones trained for high level administrative and professional responsibilities.

⁴ Comprehensive Reform Program Document, Chapter 6, paragraph 6.05.

Table 4: Expatriate personnel in the public sector in 1996.

Economic Advice & Finance	20
Banking	9
Media, Culture, Librarian	12
Natural Resources	27
Teaching & Education	102
Health	30
Public Management	13
Engineering, Infrastructure	17
Law	6
Tourism	2
Transport	4
Army, Police, Fire	1
Others	2

Source: National Planning Office Database

It is hoped that once the HRD Plan is in place, Vanuatu will then be in a clear position to indicate what its future manpower requirements are.

New Graduates...

The Training and Scholarships Coordinating Unit (TSCU) continues to receive applications each year to an average of 350 p/yr. Out of these, just over 90 are able to obtain scholarships due to limited number of scholarships available from the government⁵. With the situation at which Vanuatu lack qualified and skilled manpower it is crucial that more scholarships must be obtained to meet this high demand.

⁵ Current Scholarships are being offered by AusAID, New Zealand and Commonwealth. French offers scholarships on an independent basis therefore data is not clear to the central TSCU database.

Up until now, scholarships were mainly granted for formal education on the basis of candidates' performance. Their choice of studies is usually accepted provided the sponsors and the university establishments taking on scholarships students subsequently confirms this. There is no condition or tie or contractual relationship binding the students to the Government or the national education. Under the freely granted scholarships, students were and still are perfectly at liberty to chose whatever career they want.

Further training & retraining

Much of the manpower in both the government and private sector are either unskilled or semi-skilled. There is a need for further training and retraining. The government must establish these training needs according to the proposed HRD Plan.

It has become so common that issue of further training and retraining rests with the heads of the organisation as and when they consider these particular training to be relevant. The Public Service Commission meets to decide on all in-service training for all government employees on the recommendation of the department heads. The Vanuatu Government Training Centre offers Management, Supervision, and other related organisational development Courses to meet the needs of and improve the middle management capacities of government departments, statutory bodies and private sectors.

Recommendations.

- 1) *That USP, in collaboration with the TCSU undertake a study on graduates having had scholarships since 1986 and what has become of them, which may in turn assist to assess the capacity of USP graduates into the economy.*
- 2) *That USP re-consider lowering its funding criteria to provide indigenous students from member countries which, among other advantages will increase the number of students enrolling for undergraduate studies.*

C) FINANCING OF EDUCATION

The Education System receives its funding assistance through both the normal government grant and through aid development funds. The Parliament's and Government's overall and increasing commitment to education is illustrated by the funding that sector receives. The Budget allocated 807 million vatu to education in 1990 representing over 16% of the total Government Budget. In 1995, Budget allocation to Education had risen to 1,179 million vatu, and in 1996 to 1,285 million vatu, representing almost 20% of the total Budget. In addition, aid funds to education amounted to 1,909 million vatu in 1995. This is more than one third of total external assistance to Vanuatu.

One of CRP's, major outlooks is the introduction of the "*Programme Budgeting Approach*" (J. Wilfred, 2 April 1997). This new approach will mean that all departments of the government will consider developing their budget to gather for a rolling three-year period and not one year. This will take care of both their recurrent expenditures and also for all projects that may be programmed for during the given three-year period. It is in this very manner that our education system will see itself programming its projects over a three year period and not receiving projects as they appear as is currently exercised.

Table 6: New Scholarships awards to USP by donor governments; 1994, 1995 and 1996.

		1994			1995			1996	
	Total	Male	Fem ale	Total	Male	Fem ale	Total	Male	Fem ale
Australi a	6	3	3	7	5	2	12	7	5
New Zealand	8	6	2	4	1	3	16	13	3
CFTC	-	-	-	2	-	2	-	-	-

Source: Training & Scholarships Coordinating Unit, 1997

Out of a total of 382 primary schools in 1996, 262 (69%) are

government owned, 77 (20%) are government assisted and 43 (11%) private. Out of 39 secondary schools 22 owned by government, 11 government assisted, and 6 private. This is summarised in Table 7.

Table 7: Share of Primary and Secondary Schools by Government, Assisted (by Government) and Private.

	Government	Government Assisted	Private	Total
Primary	262	77	43	382
Secondary	22	11	6	23

Source: Statistique Scolaires, Année 1996, Bureau des Statistiques et de la Carte Scolaire, Department de l'Education.

The system at present is such that it is difficult for the department of education to anticipate the capacity of assistance the private sector may anticipate each year. Private and community schools are established whenever they wish depending on the need and support and capabilities of the promoter or the community.

According to the CRP, cost-sharing between government and private sector must be encouraged. Port Vila, for example, already has several private schools catering for different levels from pre-school to secondary studies. It is vitally important that SSMU must be aware of all schools being established for ease of reference, database, and that appropriate material and teacher support can be provided adequately. According to SSMU, there are cases where community schools may have been established about three months before they would have been formally informed. Churches has an important role in education right before independence until now, and could be encouraged to increase their current services to the sector.

Private enterprises take part in the training of our human resources mainly through on the job training on recruitment and may then send them off to undertake inservice training either in-country or outside. According to the Training & Scholarships Coordination Unit (TSCU), there is no available information that could clearly identify the

proportion of overseas training on private scholarships. The TSCU only has data on those funded by the government.

D) EMPLOYMENT PATTERNS.

Approximately 3,500 school leavers enter the labour market each year. An average of 7 students graduated from USP each year. According to the TSCU, USP graduates generally entered into the jobs that are related to their fields of studies. Those that were doing inservice training, tend to be recruited back into their organisations.

The 1994 scholarship list (as shown in table 8) shows that boys dominate the fields of engineering/technical, agriculture and medicine, and while girls tend to congregate in business/secretarial, teaching, medical support services, and nursing. It is envisaged that the HRD PPlan will benefit both boys and girls and the country in general by better guiding them to pursue careers in fields most suited to their natural talents rather than those imposed by society based on their gender and wishes.

Table 8: Gender distribution of overseas scholarships (ongoing), 1994

Area of Study	Males	Females
Arts and Education	31	11
Economics/business/acct.	47	16
Sciences	20	6
Engineering/technical	44	4 (in computing)
Dentistry	2	1
Medical Doctors	9	1
Nursing	-	2
Health technicians, pharmacy etc	9	6
Forestry	12	2
Fisheries	-	-
Agriculture	17	2
Marine Skills	1	-

Cont'd Table 8

Area of Study	Males	Females
Land Survey and management	5	-
Law	11	2
Journalism	4	3
Tourism	-	2
Community work	-	2
Total	217	74
% of total scholarships	75	25

Source: Scholarships office lists.

It is envisaged that the VHRDP will enable the government to decide on training needs according to the needs of public sector as much as the private sector. It is envisaged that with this plan, scholarships will be advertised and provided strictly according to the programmed recruitment plans of each departments which will contribute to the future socio-economic development of Vanuatu.

All departments have ben encouraged by the Department of Public Service to establish for each one Corporate Plans that should outline their mission statements, objectives and strategies to meet their goals in a programmable manner, and to be included in this same document, a clear and long-term Staff Training, Development & Recruitment Plan. This was again reiterated during a joint meeting by the Public Service Commission and the Training & Scholarships Boards (TSB) on 13 April 1997 and it was decided and agreed that the PSC follow up and emphasise on this issue.

There has never been any study to analyse the effectiveness of whether USP graduates have been placed in positions appropriate to their qualifications and whether they have remained in those positions.

Recommendations.

- 1) *That USP carry out a tracer study on ni-Vanuatu graduates since 1986 to assess the capacity of students being employed into organisations related to their field of studies.*
- 2) *That the Department of Education in collaboration with TSCU establish a career advisory Unit at the Department to assist achieve the objective as indicated in 1) above.*

E) EMPLOYMENT REQUIREMENTS OF THE PRIVATE SECTOR.

Vanuatu embarked on independence with a level of human resource development that was remarkably low and ill-equipped to support strong economic growth, thus the dominant feature of the human resources scene in Vanuatu is the low level of skilled development in the workforce. A feature of the 1989 census was estimated that 90 percent of the economically active population have no education at all or primary education (Republic of Vanuatu 1991a). Reflecting these basic deficiencies there is a chronic shortage of upper secondary graduates and ni-Vanuatu people with high level professional and technical skills.

In Vanuatu 80 percent of employment and economic activity is represented by the agricultural subsistence sector. A significant long-term development problem facing Vanuatu is how to transform the subsistence communities with their rich traditional and cultural values, into a more commercially orientated sector if the economic aspirations of the population are to be achieved.

As far as training for the socio-economic development of this country is concerned, both sides of the coin must be addressed, the Formal Education System and the Non-Formal Education programmes that are present as well as those that are lacking. Vanuatu is an agricultural developing country. This means that the economy must be decentralised to benefit also the 80% of the population that are living in the rural areas. Nevertheless, the level of skills that are present in the rural areas among the indigenous ni-Vanuatu are still low to sustain

major agricultural and industrial developments.

According to a study carried out in 1996 for the Department of Industry and Trade, 90% of the small business owners are unqualified but who may have been employed once as a shop assistant by another businessman, for example a Chinese businessman. The most common mode of establishing a business is by direct "copy" from another businessman (H. Alatoa,⁶ 1996). Around 10% of business owners would have completed Year 10. Vanuatu must look very seriously at the training needs ni-Vanuatu small business owners require to establish, improve and re-develop their businesses, such as the ability to assess the viability of their businesses, ability to keep records, assess the market, simple book keeping, pricing, and banking procedures.

There are on-going efforts to develop small and rural-based industries and to bring more ni-Vanuatu into the business world. However, success has been limited. A renewed effort will be made under the CRP, but with a changed strategic focus which will also see formal training in business management and in vocational skills receive higher priority, in consultation with the business community to ensure relevance.

In addition, the recently endorsed CRP (June 1997) and DP4 (still in its preparatory stage) made a commitment that the next development plan period must see Vanuatu through a period of "*Private Sector Growth*". This means that the focus on development must be centred around placing strategies and emphasis on private sector development.

Employment in the public sector represents about 40 percent of urban employment with the remainder employed in the commercial private sector; that is, 12 percent of employment in the economy at large. The modern private sector thus represents a small segment of the community. This provides a perspective to the nature of the issues and problems. Within the modern business sector, ni-Vanuatu participation is very limited and the absence of statistics makes definition difficult.

⁶ H. Alatoa, "*Directory of Rural Business*", 1996, Department of Industry.

The modern private sector is thus dominated by expatriate and non ni-Vanuatu firms⁷. Data from the VNPF indicates that in 1995, 3,400 employers were registered⁸, and suggests that the size of the private sector is small. Unfortunately, data on business registrations and trends are no longer published due to the 1993 civil servants strike.

The Vanuatu Government through its scholarships allocations has recently placed a lot of emphasis on training that would relate to private sector development, such as in Accounts, Economics, Business Studies, Computer Studies, Banking, Commerce and so forth. Vanuatu wishes to focus also on courses that would encourage students to build within them the capability and drive to establish their own business on a more modern scale. It has always been the attitude of graduates that to return to Vanuatu only means to find a job with an organisation (expatriate owned), rather than a drive to establish one, either be in one of the two urban centres or more importantly within the rural communities that could contribute to employment creation, provide circulation of funds within the communities. This commitment could also act as leverage and basis of attraction for other enterprises and/or other development (donor) projects.

Recommendations

- 1) *That USP through the national Chamber of Commerce & Trade provide researching assistance to improve the small business sector of Vanuatu.*
- 2) *The manner of courses relating to private sector must be taught with other specific additional courses that could provide encouragement for graduates to gain commitment and establish own enterprises on return.*
- 3) *USP to collaborate with Rural Business Development to research and assess the capacity of needs that is present among the rural business sector, and create training programmes for*

⁷ Non ni-Vanuatu firms refer to national but not indigenous establishments.

⁸ The VNPF data includes non-operations business.

this specific sector through its Continuing Education system and any others that may be appropriate.

F) OPPORTUNITIES FOR YOUTH

Youth is another group which has not being given the absolute chance to contribute fully to development, or to share in the benefits development brings. Youth groups are often most caught between the old ways and the new, and for many the future looks bleak.

Many school leavers do not have adequate or appropriate skills to secure one of the few waged jobs available, and neither do they have the skills for agricultural work or to explore alternative sustainable livelihood options. An estimated 70% of youth commencing a life of subsistence farming have only a primary school education, and this group will have little opportunity to upgrade their skills because of the limited number of non-formal training opportunities. Many ni-Vanuatu youth face a future of unemployment and underemployment, and will not have the chance to experience the discipline and dignity which work brings.

Out of 70 percent of young people leaving the education system at the end of primary and junior secondary schools, the majority are absorbed into rural sector without sufficient employment skills. A few are sent as private students either by parents or churches to secondary schools in other countries. Others join the growing number of unemployed youth in the two urban centres of Port Vila and Luganville. About 15 Rural Training Centres (RTCs) run by church groups, local communities, individuals and NGOs offer some form of life skills training to youths in rural areas. An attempt to assist coordinate the effort of these RTCs saw the formation of the Vanuatu Rural Development Training Centres Association (VRDTCA), which is developing a core curriculum for its members. However, these commendable efforts are insufficient because more than 3,000 youths leave school each year but many of them are under 15 years of age.

The vital role of non-formal education (NFE) for the majority of school leavers in Vanuatu is yet to be fully recognised by the Government. A recent workshop on NFE resulting in the invitation

from Government for a committee to draft an appropriate policy is to be commended. Support for the ensuring policy should be assured, given the urgency for meeting the need of the majority of Vanuatu's out-of-school youth.

Government departments and NGOs must be encouraged and supported to initiate and develop appropriate non-formal educational programmed activities that may assist the existing programmes, such as the RTCs, in the wider development of the youth sector. Because of the few opportunities that exists to absorb the number of youths that do not proceed beyond Yr. 6 and Yr. 10, community development *approaches* such as the Participatory Rural Appraisal (PRA), which is being implemented by some government departments and local NGOs, Local Area Development Council (LADC) initiated by the UNDP/Vanuatu Government's VESHDP and many others must continue to exist, be revised, and developed to involve youth participation in their own development priorities.

Recommendations

- 1) *That USP in collaboration with CYP develop training packages specifically for confidence building for the purpose of livelihood and small business development, particularly in project planning & management.*
- 2) *That USP through Emalus Campus and Santo Sub-Centre facilitate youth training & development through USP's Continuing Education.*

G) ROLE OF POST-SECONDARY INSTITUTIONS.

Tertiary education in Vanuatu is offered through a range of institutions including:

- specialised vocational schools for nurses, agriculture, police and the Vanuatu Teachers' College.
- 7 Technical and vocational centres cater for a total of 811

students (1995), of which 4 are managed by church organisations;

- the University of the South Pacific (USP) offers a range of courses to just under 600 part time students from its two local extension centres;
- a handful of privately operated vocational schools in Luganville and Vila cater mainly for the modern sector's secretarial and middle-level accounting needs.

The most common and biggest post-secondary institution in Vanuatu is the Institute Nationale Technologie de Vanuatu (INTV), a dual mode teaching institution. The Marine Training School now includes pre-sea courses for ratings in addition to the Mechanic I and II, Mate I and II and grade 5 Master and Engineer courses already running.

Government does not have plans yet to establish new post-secondary institutions apart from the existing ones, except to review, improve and expand the existing system where appropriate. For example, INTV has begun to introduce courses in tourism development and hotel management in response to the requirements of the expanding tourism industry. AusAID will begin this year with one of the biggest assistance into the human resources sector for this nation by upgrading the INTV. This will include both the academic and physical upgrading of the institute.

USP plays an important role as a post secondary institution by offering a range of extension courses through the Preliminary, Full Time Foundation Studies, selective degree and other extension programs, for those who would not be able to continue directly to do undergraduate studies. USP also offers other courses through the Summer School and Continuing Education Programs.

Recommendations

- 1) *That USP recognises Vanuatu's national technical institution (INTV) through a formal arrangement and assist in any undertaking (technical subjects) that will support, benefit and*

students (1995), of which 4 are managed by church organisations;

- the University of the South Pacific (USP) offers a range of courses to just under 600 part time students from its two local extension centres;
- a handful of privately operated vocational schools in Luganville and Vila cater mainly for the modern sector's secretarial and middle-level accounting needs.

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Recommendations

- 1) *That USP recognises Vanuatu's national technical institution (INTV) through a formal arrangement and assist in any undertaking (technical subjects) that will support, benefit and*

improve the activities in technical and vocational training. This is to facilitate and formalise the link envisaged with the RTCs, INTV and even any regional technical institutions in the region, as relevant.

- 2) *That vocational/short-term training be coordinated through the Emalus Campus calling on specific topics that may compliment with the existing post secondary institutions, such as in agriculture, marine, business, computer, NFE, credit...etc.*
- 3) *As referred to in the paper by INTV...*

H) INTEREST OF PARENTS AND STUDENTS

It is the parents' primary objective that their children complete their study and be employed for an income. The selection of training courses for a future career may only be considered during his/her Yr. 11-13, and while doing post-secondary studies at USP. Some may think seriously about this important decision while doing their undergraduate studies. Therefore the interest of parents and students may not be as demanding as that of the government for the future of its manpower, to effectively manage this country according to its development objectives.

Among the specific recommendations outlined in the Paper by parents and students, the Government in this paper wishes to suggest the following options.

Recommendations.

- 1) *USP and TCSU to jointly coordinate a "Career-talk Program" on the context of what courses are offered at USP (and other institutions) and what will be the likelihood needs of the country in the next 5-10 years (when they would have graduated). This may assist guide the minds of students while at the earlier stage. This could be done through the media and at all Senior Secondary Schools plus the two USP Centres. A special video cassette (maintained by all Junior Sec. Schools) outlining such*

highlights will be useful and very rewarding.

- 2) *Coordinate as in 1) above to all parents associations in the communities, where possible, possibly through the Provincial Education Offices and Provincial Governments.*
- 3) *Discuss periodically with Provincial Governments the future needs of the human resources for their sustainable socio-economic development and relate these needs to USP through the Ministry of Education which is a member of the USP Council.*
- 4) *That the degree courses offered through extension be revised and increased with the possibility of completing Diploma and Degree Programs through extension. These courses must be centred around the immediate needs of the CRP (Public Sector and Economic Reform).*

I) RECOMMENDED ROLES OF USP IN OTHER DEVELOPMENTS.

a) Credit Courses.

According to the Government of Vanuatu, there is a great need for courses that may assist improve the credit structure, system and facilities of the country. This is in order to develop the business community, which is in line with the CRP, and it will no doubt have an obvious impact on our community development through small business development.

While USP provides academic courses in this related field, the right credit courses must be addressed with equal emphasis in developing graduates an attitude to take part and compete in the business world. This sector is currently considered as one of the stepping stones to the livelihood of our people, if not business alone.

The CRP took note of the excellent contribution of the Vanuatu Credit

Union League and the recently established VANWODS Project⁹ (similar to WOSED in Fiji), still in its pilot stage, but modelled on the Grameen Bank, which makes very small business loans to women.

Recommendations

- 1) *That USP, through its Emalus Campus coordinate short term training in credit and possibly merge this with its book-keeping courses during the Summer School Programs. Target Oriented.*
- 2) *That a certificate in business studies/management, to be merged with credit procedures, project planning and management be offered through extension to assist the INTV in this sector.*

b) Extension Studies

While USP offers to around 600 students in both centres, it is important for USP to review the effectiveness of the programs offered and analyse whether these are really meeting the needs of the country and more particularly their contributing factor to the economy. The reasons behind the hindrance of preliminary, foundation, and degree students not continuing their university entrance qualifying studies must be addressed. A study/survey must be carried out to address the reasons for their failure.

It may be an area that USP must feel committed to undertake. Not to establish courses and hope that it is in the best interest of the countries, but do regular survey to monitor the effectiveness of these programs. USP is an academic and research institution which should be able to initiate and invest in such researches for the benefit and improvement of its programs.

Out of this study, USP may perhaps be able to observe other needs that could be addressed while using the existing facilities at its maximum.

⁹ VANWODS is a Vanuatu Government/UNDP Project following the Grameen Bank which was formed in Bangladesh and has been a very successful provider of very small business loans to rural people - 90% women - who assume group responsibility for repayment. Defaults are rare.

For example, as discussed earlier, revise and re-develop the summer school and continuing education programs to meet the current and future needs of the economy.

With the above situation, we would like to adhere that the *1996 Full Time Foundation Studies Program Review* has been carried out specifically to review the effectiveness of the Program its impact on the economy, and its relevant recommendations be considered for implementation.

Recommendations.

- 1) *That all Extension Programs at USP Emalus Campus be reviewed, improved and provided so as to meet the demand and priority needs of the country.*
- 2) *That the 1996 FFSP Review be implemented by the Emalus Campus in close collaboration with TSCU and other government authorities to address the priority recommendations as stated by the Review.*
- 3) *More degree courses offered through extension with the possibility of completing a bachelor degree program through extension.*
- 4) *That a system be put in place to assist those who have not completed their qualifications do so through extension.*

c) Research and Consultancy.

- 1) *That Emalus Campus in collaboration with USP establish a research and consultancy arm of the Campus that will have the full autonomous function of carrying out researches, consultations and coordinating workshops (contracting out) as they see fit both for Vanuatu and the region.*

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2) *Areas that are of immediate needs to be researched on are:*

- *Private Sector & Small Business Development*
- *Credit*
- *Gender equality in education*
- *Population planning & sustainable development*
- *Provincial Government*
- *Community development approaches*
- *Adult Literacy*
- *Distance & Adult Education*
- *Non-Formal Education etc...*
- *Youth & Development*
- *NGO/Government working relationships*

d) **Post Graduate Programs.**

- 1) *USP in collaboration with Vanuatu Government coordinate post graduate programs through its Emalus Campus according to existing demand and available funding eg. MBA, Development Studies, Educational Management and Planning etc...The capacity of these needs must be assessed according to the needs to be outlined in the HRD Plan.*

POST SECONDARY EDUCATION

A Paper for: Strategic Planning Seminar for Vanuatu

1. Preamble

Given the limited time available to prepare this paper consultation with all components of the post-secondary sector has not been as comprehensive as the writers would have liked.

The comments that follow reflect the perspective of educationalists at Malapoa College, VTC, INTV and the Lycee, but most comment is flavoured by experience at INTV.

2. Introduction

The points suggested by Dr Pa'o Luteru for discussion highlight a number of challenges for the Vanuatu post-secondary education sector. The following problems have to be addressed:

- 2.1 lack of any real capacity to predict manpower needs.
- 2.2 paucity of links between education and training institutions and potential employers, especially those in the private sector. This also means that employers have limited input into the content, methodology and location of training.
- 2.3 articulation between the secondary and post-secondary sector is unclear. (It is not particularly clear within the sector). This mean that there are few clear signposts or pathways for students.
- 2.4 comprehensive planning for this sector has been less than effective.
- 2.5 evaluation of the performance of the sector has been limited.
- 2.6 planning for appropriate change has been hindered by poor communication and lack of information.
- 2.7 responding to revised budgeting arrangements.

3. Major Issues

Given these concerns, this seminar is very timely. The issues raised are highly significant for the effective planning and performance of this sector. Before dealing with some of the issues suggested a number of key threads will be discussed.

3.1 Human resource planning and education needs

Little work has been done in this area. Blanchet in 1991 and Herman in 1995 undertook some analysis of the local Labour Market, but analysis was historical with some comment on the current situation. There has been no predictive analysis. As a consequence, much post secondary education planning has tended to develop as a result of:

- historical factors, including tensions between Anglophone and Francophone systems;
- political pressures;
- ad hoc discussions between individual educational administrators, teachers, advisers and members of the private sector;
- projections based on anecdotal information; and
- pressures/input from foreign donors.

In essence, this lack of planning has meant that the sector has been supply driven and not driven by the needs of the local economy and labour market. As a consequence there has tended to be a mismatch between the skills of graduates and the needs of local employers. This, in turn, has limited employment for graduates and led to criticism of the education system by potential employers.

This is particularly significant for INTV which should be at the forefront of responsive industry training, especially in the context of the human resources requirements of the Government's Comprehensive Reform Program. There seems to be general agreement that,

Some of the Institute's courses are out of touch with the needs of industry and graduates lack the basic skills required to take up meaningful employment. (D. Chantrill, et al., Institutional Strengthening Project for the Institut National de Technologie de Vanuatu (INTV), March 1996, p.iii)

Other recent reports support this contention. In late 1996 Alfred Helm noted,

Employers questioned about INTV had a very low opinion of its output. (A. Helm, Vanuatu Financial Sector Training Unit: Institutional Review, September, 1996, p.15)

But he also acknowledged,

This is recognised by INTV and it is hoped that developments

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over coming years will address this: INTV is also looking to develop stronger links with employees so as to ensure the relevance of its output.

Experience suggests that Helm's picture of INTV is too negative. In recent months there have ben positive comments from a number of employers about the skills of former students and the willingness of INTV to discuss and accommodate employer needs.

Nevertheless negative perceptions are common and the haphazard relationship with industry is frequently cited. For example in 1991 Blanchet noted,

The INTV's relations with business circles also remain limited and poorly organised. Relations with the private sector have never been placed on a formal footing...As a result, ties established with local firms have been sporadic. They have been based mainly on personal contacts established by teachers and in most cases have concerned only francophone companies. (G. Blanchet, The Labour Market and the Vanuatu National Institute of Technology, Islands/Australia Working Paper No 91/2, 1991, p.21.)

Blanchet added,

The problems encountered by former INTV students in adjusting to the working world derive less from the medium of communication than from the lack of practical skills which would enable them to make an immediate contribution. (Blanchet, 1991, p.21)

There is clear agreement about the need to build on-going, formal relationships with key industries in order to facilitate the transition from institute to productive work and raise employer awareness about the skills of INTV graduates.

(Although these assessments relate specifically to INTV, it would be reasonable to assume that they also have relevance to other post secondary sectors.)

From an INTV perspective one solution would be the establishment of Industry Training Advisory Committees (ITACS) and the formalising

of links between all organisations involved in training and employment.

The following ITACS are recommended:

- Technical Trades;
- Tourism and Hospitality;
- Business and Computing.

The broad tasks of the ITACS would include:

- establishing and maintaining close links between industry and the INTV;
- ensuring that appropriate pre-employment training is available for all major industries;
- providing industry input into curriculum content and structure;
- providing advice on the skills and level of skills required by exit students;
- encouraging access and equity for all competent students;
- supporting the improvement of the skills profile of the broad community, both for those in the workforce, those seeking work and those preparing for work.

Each ITAC would include representatives from relevant industries, a representative from the Department of Labour and at least two representatives from INTV, one of whom should be a specialist teacher.

It would also be important that information gleaned from such advisory committees be shared across the sector. Perhaps a mechanism for the sharing of this and other data within the sector should be established.

3.2 Financing of education within the post-secondary sector

In 1996 education was allocated 18.7% of national budget recurrent expenditure. (Over recent years the average has been about 20%.) Despite the Government's commitment to education it is difficult to envisage an increase in education's share.

In addition the allocation to secondary and tertiary education has dropped from 36.2% in 1994 to 18.8% in 1996. If this pattern continues, expansion in the post-secondary sector will have to come

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from increased efficiency or from funding from other sources, including students' fees, external financial assistance and the private sector. Fees were recently doubled at the senior secondary level. A further increase might be difficult politically.

Donors have become increasingly concerned to target their aid. For example, the Australian Government has targeted vocational education and training in terms of support for French work in the upgrading of INTV to establish competency based training (CBT) tightly linked to the needs of industry. The private sector would endorse this approach and it may well form partnerships with training institutions in the development of the sector if the training provided meets their needs. Partnerships with the private sector do need to be explored. Some possibilities could include:

- purchase of training by the private sector. This would involve the development of fee-for-service programs or modules specifically tailored for industry;
- joint delivery of training using, for example, skilled technicians from the private sector or their facilities. More training by INTV teachers should also be carried out at the work site;
- expansion of current patterns of work experience into a formalise apprenticeship system.

It seems likely that increased external and private sector funding will nudge vocational training away from supply-driven funding to training driven by demand. This means that the sector will need to become more flexible and responsive and, as a consequence, more autonomous.

The very recent proposal for changes to budgeting arrangements for all Government sectors (Jeffrey Wilfred, 2 April 1997) has clear benefits in terms of triennial funding and planning. It also proposes a move to output funding suggesting that all government departments be funded in terms of what they produce!

But there may also be one or two challenges. The paper introduces the concept of 'net funding' which would mean that post-secondary institutions could,

collect trading revenue from the public (including education...fees but excluding tax receipts) and apply the

sums...to their own approved expenditure programs. In return for this freedom, the Government will only fund the difference between the approved gross appropriation and the agreed estimate of departmental revenue.

As a sector, there is a need to consider the implications of these budgeting proposals. For example, if INTV were to become highly entrepreneurial, selling many courses to the private sector and increasing its income, there would be a corresponding decrease in government allocations. There is also the need to consider what is, or should be, INTV's core business: fee-for-service or the training of exit year 10 students.

This also raises issues about student selection. Should access be dependent on year 10 results or on student skills and interests? Where do adults fit? What links should there be between INTV and the Rural Training Centres? How can the current imbalance between male and female students be rectified?

These issues (and more) are all significant to the future of INTV and the sector as a whole?

The real question is whether the sector (or parts of it) wait to be pushed into the world of training and education being suggested by donors, the private sector and, most recently, by the Government's Comprehensive Reform Program (and, perhaps less explicitly by this seminar) or does it become pro-active and initiate change. The sign posts are fairly clear. To do nothing may be safe but it would fail to support the economic development of the country and, most importantly, it would fail to meet the needs of our students.

A first move for INTV might be to consider formalising relations with the private sector. A second might be to recommend the establishment of a National Training System. (See attachment.) A third might be to consider the possibility of training fee levied on all industries of, say 2%, on an enterprise's gross wages/salaries. It might be even more important to have some input into budget discussions. There is little incentive to become more entrepreneurial if Government allocations decrease as an institute's alternative revenue sources increase. And many of these issues need to be considered by the post-secondary

sector as a whole.

4. Brief responses to other issues listed for discussion:

- 4.1 There is a need to consider those students who will not gain formal employment. There are two issues of major concern. Firstly, those students who return to their own or other rural communities should take some useful, relevant skills with them. (For example, some skills in basic appropriate technology or skills to help eradicate illiteracy.) In addition all students should take at least one module in small business management. This could be undertaken in conjunction with the Department of Rural Training.
- 4.2 Any discussion of credit courses and extension studies raises the issues of articulation and adult learning. For example, a student should be able to proceed from primary school to a Rural Training Centre (RTC), then to INTV and then to the USP or another tertiary institution. An adult should be able to select a module from a RTC and a module from INTV and have them recognised and recorded. Currently there are few pathways and many dead-ends or blind-alleys.
- 4.3 Although it was not listed for discussion, there is a real need to consider Bislama as a more important medium of instruction in the post-secondary sector.

5. Conclusions:

This paper was not intended to reach firm conclusions or to list formal recommendations. It was written to stimulate discussion. So let us reiterate some of the most important issues to be discussed or problems to be confronted. They include:

- the need for more effective human resource planning;
- mechanisms for planning within the post-secondary sector;
- the nature of links with the private and government sectors;
- the need for greater sectoral autonomy;
- the importance of access for adult and return-to-learn students;
- the need to increase gender equity;

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- the implications of proposals to move to triennial funding, 'net-funding' and output funding;
- increasing pressure to seek funding from other-than-government sources;
- appropriate training for students who may not find formal employment;
- articulation or pathways between and within sectors;
- the role of Bislam;
- the expectation that the sector should be more efficient; it should do more with less.

Carlos Simarro, French Technical Adviser, INTV

Bill Vistarini, Team Leader, AusAID Institutional Strengthening Project, INTV

**THE UNIVERSITY OF THE SOUTH PACIFIC
STRATEGIC PLANNING SEMINAR**

NATIONAL SEMINAR - VANUATU 9-11 JULY 1997

NON-GOVERNMENT ORGANISATION PAPER

**PREPARED BY: ABEL NAKO (DIRECTOR VRDTCA) IN
COLLABORATION WITH VANGO**

This paper is presented in four parts, with a list of recommendations presented in conclusion:-

- a) Analysis of the concept of education in the context of Vanuatu with an examination of how it is picked up and delivered by certain players or stakeholders under Government policy frameworks.
- b) Examination of the focus of education in the context of so called high quality or appropriate education.
- c) A closer look at how other players come into the field in an attempt to pursue quality education - namely the NGO's , private sector, universities, kindergartens, technical institutions and churches.
- d) An attempt to re-focus education in the context of Vanuatu with special attention on our rural population in the light of the various levels at which education is delivered:-
 - i) Kindergarten
 - ii) Primary
 - iii) Secondary & Vocational/Technical
 - iv) Tertiary/Technical

Education, whatever the definition might be fulfills four basic purposes:

- i) Literacy
- ii) Vocational/Life Skills
- iii) Technical
- iv) Professional

It can also be seen as serving a purpose for self discipline in a changing society. "Education brings empowerment and allows the individual to make full use of his or her God-given talents".¹

Under these purposes and broad Vanuatu Government framework, different agents of education, namely Kindergarten, Primary, Secondary, Technical, Tertiary and NFE attempt with varying objectives to achieve what education means for them in the broadest sense. The establishment of the National Curriculum Unit attempts to unify these goals and objectives through a core curriculum and coordination of formal Primary and Secondary Education, but success is still to be determined by the recipients or its clients.

¹ CRP 1997

Nevertheless the experience today is, at the end of the day, that the impact is but an exacerbation of the current level of unemployment particularly with regard to youth who consistently add to the rural unskilled population to maintain it at around 80% of the total population.

The problem is so evident that one does not need statistics to prove it. Ironically our educational policy framework maintains principles of high quality education for the majority of children and the pretence of relevancy with a priority to address the dichotomy of the two systems in existence.² In the final analysis, policy framework and what may be perceived to be appropriate education is largely loosely coupled together. We are then presented with our own practical educational issues:

- a) Tensions between Anglophone & Francophone
- b) Small pool of trainers
- c) Growth in the School age population
- d) Not enough trainers for both Secondary, technical/Vocational Schools....and the list continues.

The government has tried to tackle these issues in different ways:-

- a) Building more French Schools, teaching both languages in Schools
- b) Providing Scholarships
- c) Changing Primary School age, free education/primary or school fees subsidy
- d) USP correspondence courses

But the critical question that is still to be asked is whether we are addressing the core issues or the symptoms of our problems. This question is up for critical analysis in the light of the current situation. It is particularly critical when one starts to analyse the perceived need pertaining to the immediate life skills against the demands of the wider industries/economic demands and the culture.

² Vanuatu's long term educational is for ten years of high quality education for the majority of children, while the short term aim is to improve the quality of schooling, and for the sustainable expansion of the system. Ministry of Education.

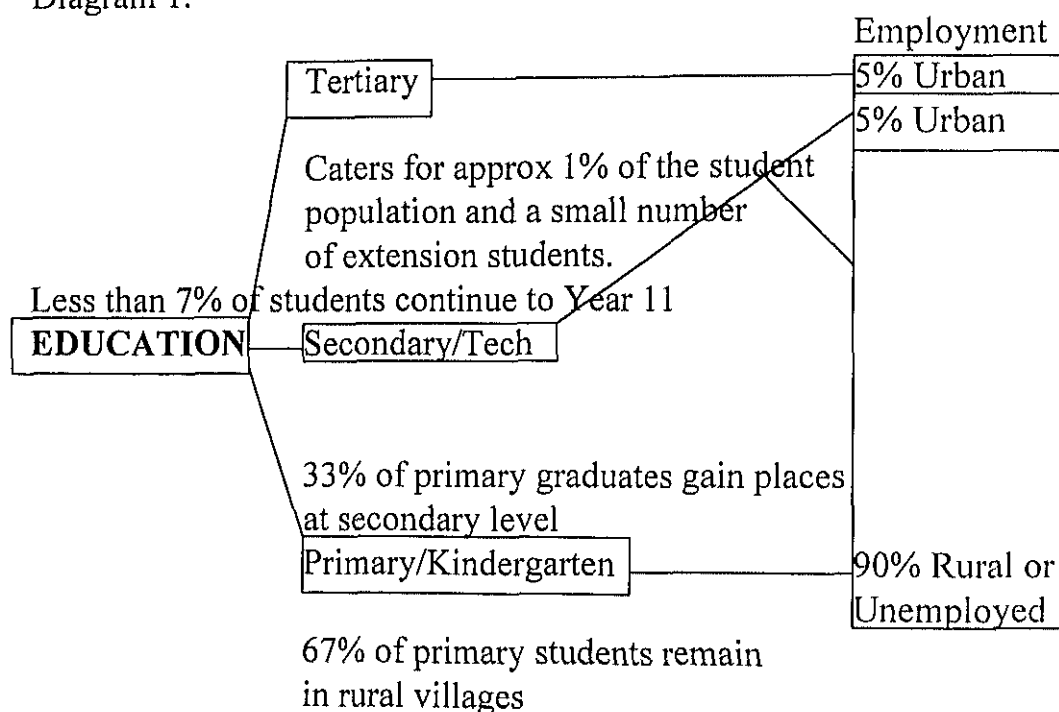
In other words we have an education system that allows 80% of Primary students to remain in their villages without properly equipping them for life skills.

There is no doubt that something is really wrong somewhere and that this requires a revisitation of our system with an open mind in order to re focus our priorities in Education.

STAGE: 1

The current situation

Diagram 1.



This is a very simplified diagram base on published figures for 1997³.

The diagram shows in a very broad sense the drop-out rate in the education system as one moves up the education hierarchy while at the same time matching the rate with the employment opportunities that are available in the country.

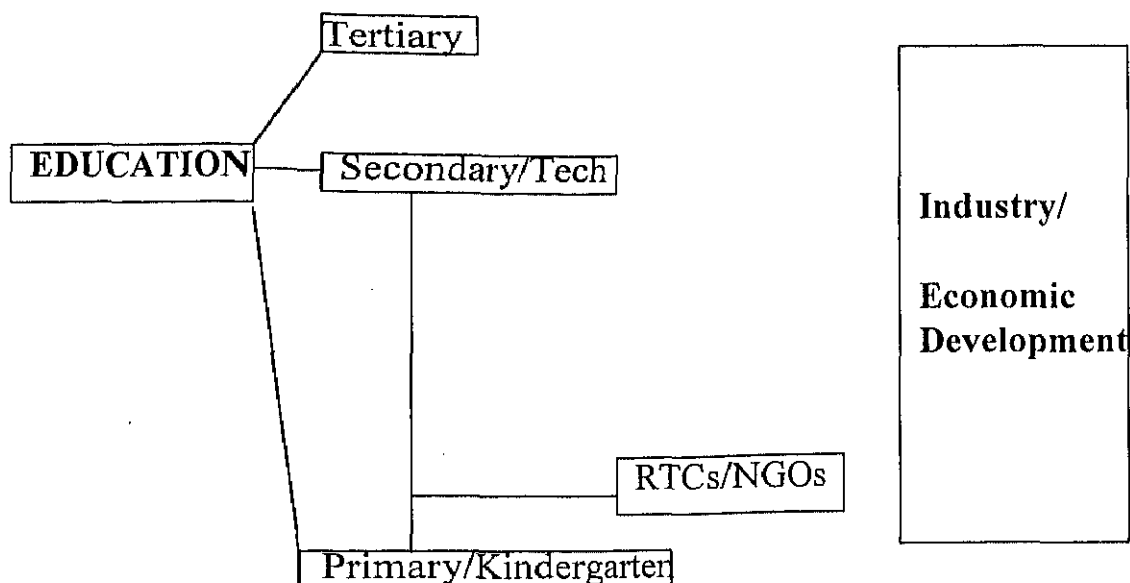
³ Structure de Leducation, -situation actuelle au 20/06/97 Ministry of Education.

The current system is therefore perceived to be:-

- : based on a broad educational framework allowing different educational institutions to pursue an educational trend that is oriented towards urban jobs rather than industry driven.
- : focused on different educational institutions subscribing to education deriving from split purposes or focus with aims for students of employment opportunities without their existing realistic hope or little assurance of employment.
- : producing a disoriented sense of empowerment for the individual ni-Vanuatu particularly if the majority of Primary School graduates remain in rural areas unskilled. It is somehow denies the “God given talents” (CRP) individuals have for sustainable life styles.
- : highly competitive for reasons that are hard to justify. The simple fact of limited places at secondary level should not be the driver for the type of education provided.
- : a system which portrays and promotes disparity amongst individuals, communities, rural and urban and promotes elitism.
- : distancing itself from Primary School dropouts
- : not concerned with the vocational sector which has had little attention despite these obvious anomalies

STAGE: 2

Diagram 2.



The proposition at this stage is for a change in focus or re-orientation in the education sector through the following:-

: re-visitation of the common purpose of education for an analysis so that the different educational institutions whether formal or non-formal, academic or vocational, derive from a common base and are working towards some common end, although retaining their identities.

: scrutinizing the Primary School curriculum to become the focus of this broader education delivery. The main players of education have to be involved in drawing up its framework.

: Rural Training Centres to formally appear more in the scene. Likewise the wider society or the rural population of 80% will be drawn closer to formal training and hence participation in industries and the wider economic activities.

: Sustainable livelihood and business ventures become the prime focus of this new trend or training therefore frame works around rural development and sustainability need be identified and incorporated into our educational policy framework. With this in mind, if sustainability

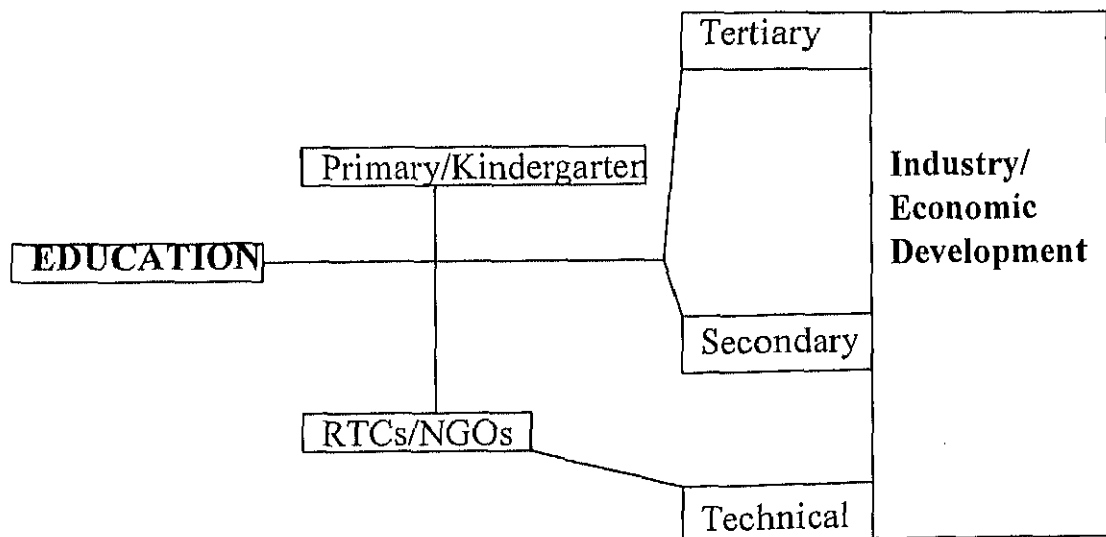
necessitates a change in attitudes and mentalities because of market pressures then so be it.

: Because NGOs and Government in the context of Vanuatu differ in some respects particularly in strict accountability it would be ideal for the government to consider NGO's delivering any training to do with self sustainability and the related management practices towards disciplining the rural community in the context of education and economic ventures. A re-focus is needed for our National Technical Institute (INTV), in terms of what its role should be in this context.

: Some serious thoughts needs to be given to standardisation of the Bislama vernacular and formalizing it in training.

STAGE : 3

Diagram 3.



This third stage puts into perspective education for direct community benefit.

This stage/diagram shows how the primary sector and the RTCs/NGOs are brought more into the scene to maintain direct linkages with the wider industry through INTV as the national technical institute. The RTCs in trying to meet the needs of the rural community will naturally

link directly with these industries in order to achieve this objective. On this basis it is critical that management models are adopted in the RTCs taking into account the objective of self sustainability particularly in the Vanuatu context.

A model that is currently used by the Vanuatu Rural Development Training Centres Association (VRDTCA) can be termed as First Sweat Model where new RTCs in the process of becoming a member of VRDTCA are expected to satisfy certain basic criteria on their own within a period of one year before they start to receive the services of VRDTCA.

The point here is that sustainability and dependency do not work together so that it is essential to eliminate the mentality of dependency before one embarks on any business venture. This is particularly serious when 80% of the Vanuatu population is rural and embedded in this culture is the legacy of dependency.

Based on this argument, the following suggestions are proposed:-

- : Primary School Curriculum to be scrutinized with Rural Training Centres becoming a real option for a large proportion of Primary School leavers
- : Training (in the RTCs) to be carried out by the NGOs within the related fields of Health, Literacy, Environment, Civil Rights and Gender to support government policy.
- : Bislama to be only medium of communication at RTCs. This is because of two critical reasons:
 - a) the standard of French and English received at the end of Primary schooling is not adequate to continue as the medium of communication at this level particularly for Trainers.
 - b) neutralizes the political dichotomy of the two languages. (French/English). A government policy in this regard will help enforce this.
- : The economic industry of rural areas will relate much more closely to the non-formal sector, particularly the RTCs.
- : More direct links to be established between RTCs and INTV

: INTV to develop subcentres in the six provinces

: INTV to become highly specialized and to cater directly for RTC needs and in turn rural industry needs.

USP to work in close collaboration with the Curriculum Centre and the Vanuatu Teachers College to produce quality packages. These packages be designed in a way that although academically oriented vocational and sustainable lifeskills become an alternative endeavour after primary school age.

Subject areas of learning to do with health, literacy (practical literacy), environment, civil rights, gender, and good governance be introduced at the very basic level at primary schools.

Government implementing policy on Non Formal Education with a clear framework and a plan to the extent of decentralizing INTV as a possible reaction to demands from a growing number of RTCs.

THE ROLE OF USP VANUATU

Based on what has been presented it is therefore perceived that USP's role as an institution for higher learning should encompass the following:

: preparedness to come down and work in partnership or close collaboration with its core educational agencies particularly with the Primary and vocational sector through the Education Planning Department.

: USP in close collaboration with MOE identify measures in order to facilitate articulation for various levels of education drawing particular attention to bridging the gap between the unemployed rural youth population and Formal Vocational Education.

: to establish a closer working relationship with the NGOs particularly VANGO so that they co-facilitate short courses, curriculum, etc in different relevant subject areas demanded by NGOs. An ideal situation here is to mobilize efforts in the two sub-centres in Santo and Tafea and in turn work up the hierarchy.

: avoid duplication with the NGOs in the services they both provide to the community.

: run certificate courses in Community development adjusted to suit the Vanuatu community.

: look into ways of reviving the Vanuatu Agricultural school, Tagabe with help of the Alafua campus.

: work towards standardisation of Bislama as the main medium of communication in RTCs.

: work closely with women and other relevant organisations to promote gender participation with a focus on increased woman's participation in all sectors of development.

: USP to facilitate business courses in close collaboration with the Dept. of Cooperatives and Rural Business conducive to the Vanuatu business environment and economic activity bearing in mind the current cultural and economic barriers to participation in business ventures.

: work with MOE towards national standards in Non Formal Education (NFE).

: work with MOE and industries to create or facilitate an award scheme for national scholarships eg. scholarships to study at INTV, VTC, Nursing School etc.

: upgrade the standard of Tagabe Agriculture school with help of Alafua campus - articulation.

**USP STRATEGIC PLANNING SEMINAR
PORT VILA, 9-10 JULY 1997**

NZODA'S PERSPECTIVE

The NZODA Policy Framework

The NZODA Policy Framework describes the purpose of NZODA as

to achieve lasting improvements in the living conditions of present and future generations of people living in developing countries, especially the poor.

Obviously education plays a key role in the achievement of this broad goal. This purpose gives rise to a set of "Guiding Principles", which lay out a road map for New Zealand's assistance to developing countries, including Vanuatu. These principles are:

- partner responsibility: in recognition that New Zealand can assist development, but nothing will be achieved without input and commitment from the partner country;
- building capacity hence a concentration on human resource development and institutional strengthening ;
- sustainability
- reducing poverty
- participation of all people in the development process; and
- involving the New Zealand community, sharing New Zealand's expertise and forging links between all sections of the community and developing countries.

As a sector, education is an element in all the above principles. It plays a key role in building capacity, ensuring sustainable, participatory development, and reducing poverty.

Gender and development

New Zealand is committed to full participation by women in the development process, to ensure sustainability of activities and equity in the delivery of NZODA resources. A key strategy is to promote activities which enhance the role and position of women and increase their equitable participation in and benefits from development activities.

NZODA works to ensure that women have equal opportunities to benefit from activities throughout the NZODA programme. This is particularly important in education, where programmes and scholarships are to be funded and administered with gender equity in mind.

NZODA and the Vanuatu education sector

The education sector has dominated New Zealand's aid to Vanuatu since its inception. In the 1996/97 year, education will account for about 70% of New Zealand's assistance. This reflects the importance the Vanuatu Government attaches to the sector and New Zealand's assistance to it.

A large proportion of this support is channelled to scholarships for study overseas. There are currently over 100 Vanuatu students studying in regional institutions and in New Zealand on fully funded bilateral NZODA awards. (Many more are studying in New Zealand under the regional Aotearoa Scholarships allocation.) At the request of the Vanuatu Government, a far greater proportion of these awards are allocated for training in the regions, including at USP, than has been the case in the past. For 1998, NZODA is offering 24 new awards at regional institutions, compared to only seven in New Zealand. This reflects the cost effectiveness of the regional institutions, as well as the appropriateness of the training they offer. This concentration on third country training is now common to NZODA programmes throughout the Pacific and is demonstrated by the number of NZODA programmes throughout the Pacific and is demonstrated by the number of NZODA-sponsored students at the Emalus Campus studying law.

New Zealand also supports education in Vanuatu, including through support to the Department of Education for primary and secondary level schooling under the Education Assistance Programme (EAP), funding for in-country and overseas short course training, rural skills training and the USP Foundation and Summer School programmes. Funding for the USP Foundation programme will be phased out over three years as the Vanuatu Government wants preparation for tertiary study to be concentrated under the Bursary programme, currently taught at Malapoa and Matevulu colleges, and the baccalaureate programme for the francophone stream.

The future

New Zealand envisages, subject of course to the priorities identified by the Vanuatu Government, that education will continue to win the lion's share of NZODA resources in Vanuatu. The EAP is being jointly reviewed by Vanuatu and New Zealand to identify its successes to date and ensure that it continues to provide worthwhile assistance in the future. Scholarships are likely to continue to be an important element of NZODA assistance and the concentration on awards to regional institutions will remain. We welcome the Strategic Seminar's focus on maximising the appropriateness of what USP can offer to Vanuatu. NZODA will remain open to supporting and working with USP, through the provision of study scholarships and other assistance. NZODA often engages the services of consultants, in Vanuatu and in other programmes around the Pacific. We are aware of USP's capacity in this area.

New Zealand's High Commission
PORT VILA

11 June 1997

VANUATU STRATEGIC PLANNING SEMINAR IN EDUCATION
PORT VILA, 9-10 JULY 1997

AUSTRALIAN PERSPECTIVE AS A DONOR

I am delighted to have been invited here this afternoon to speak at this seminar. Let me emphasise that what I have to say is an Australian perspective and may not be that of all donors. I should also like to apologise for not being able to attend all sessions yesterday and consequently may repeat some of what has already been presented by other speakers. As a significant contributor to the education sector in Vanuatu and to USP, Australia's is in a position to provide a perspective on Vanuatu's education needs for the next decade and identify some issues that the University of the South Pacific will need to consider if it is to respond effectively to Vanuatu's needs.

The timing of this seminar is fortuitous. The recent endorsement of Vanuatu's Comprehensive Reform Program (CRP) at the National Summit has highlighted what I think many of us here in this room have recognised for some time - Vanuatu's education system needs improvement. This seminar not only provides an opportunity for Vanuatu and USP to assess future needs but also provides an early opportunity for people to discuss ways to improve the education system in Vanuatu. The rate of any improvement will be influenced by how the Government, the community, USP and donors respond to Vanuatu's educational needs. I will return to the importance of the CRP often.

I would like to quickly reflect on two issues: Australia's commitment to the education sector under our aid program; and our relationship with USP.

Education as a priority for Donors

Suffice to say that assistance to education programs form the largest element of Australia's aid program to the Pacific region. Late last year the Australian Government released a policy statement that outlined the underlying principles of our assistance to education and training; without going into details, the key aspects related to access, equity, quality, relevance and effectiveness. Interestingly, these are all identified in Vanuatu's CRP Document as areas needing improvement.

Australia's Relationship with USP

Australia is a major donor to the USP and our relationship extends back to its foundation in 1970. We recognise and fully support the unique role of the USP in serving the needs of the Pacific countries; and we applaud the progress and development of the University in providing appropriate levels of education and training for the Pacific. We aim to continue to work closely with USP to ensure that this positive relationship continues. Australia has a standing commitment to support the University through budgetary and capital works funding. It should also be recognised that many of the students studying at USP campuses are funded under Australian awards. As a donor, we take satisfaction in seeing the benefits that are derived from education and training provided by USP. However, I stress that we fully support the objective of USP to review its role in the context of the changing nature and requirements of the Pacific island countries. I hope no-one underestimates the demanding and challenging role faced by the USP in providing appropriate and quality education to people in the Pacific.

I think the particular challenges faced by the USP in providing quality and appropriate training in the Pacific are well covered in its paper. How well it faces those challenges will determine its success in the future.

Constraints in the Education Sector

I think it would be useful to highlight some key issues and constraints faced by Australia in attempting to respond to Vanuatu's educational needs - political instability; broad capacity constraints in the public and private sectors; the lack of an Education Strategy to direct donor assistance; the lack of human resource development priorities; and an appropriate budget commitment to the education sector which includes meeting obligations for donor-financed activities and their on-going costs.

Regarding continual political changes, all I wish to say is that it is very difficult to determine education priorities and to mobilise education programs when we are continually dealing with new political scenarios. We are constantly faced with new priorities and requirements and this leads to slow progress in developing and implementing appropriate education activities.

One of the key issues identified in the CRP and faced by donors is the broad lack of capacity in many areas of the public and private sectors. This issue is a fundamental challenge for Vanuatu, for donors, and for institutions such as USP, and it is essential that we work together to address this problem. My experience is that there are no short term easy solutions. Our task, however, would be made simpler if Vanuatu had a clear and appropriate Education Strategy to guide us and if there were identified priorities for human resource development. Without these key frameworks we are all operating in an ad hoc way that results in inefficient use of resources; an unacceptable situation.

Another problem relates to appropriate budget commitments by the Government that are required if donors activities are to be sustainable. The Australian Government regularly receives requests for further assistance after an activity has been completed that should be the responsibility of the Vanuatu Government. If the Government cannot meet the on-going recurrent costs obligations of a project then it should not agree to the project.

Education & Capacity Building

Education is a priority sector for Australia's aid program to Vanuatu - and this has been the case for many years. In 1996/97 Australia's aid program to Vanuatu totalled around AUD 13 million (1.1 billion vatu) and funding to the education sector was around AUD 4.6 million (395 million vatu) - this is a very conservative estimate as it does not include training provided under projects not in the education sector, nor does it include regional program activities.

The Australian aid program is geared towards capacity building and institutional strengthening. We attempt to address the capacity problem from many directions: we have a number of specific projects which aim to strengthen key departments and institutions - Forestry and Lands are examples; all our projects and activities have significant training components; we have a key project at INTV strengthening the provision of vocational and technical training; we support a range of projects in the education sector, we have advisers in priority areas such as finance, education, health, planning, tourism, aviation, legal sectors, all of whom provide training to counterparts....if there are available counterparts; we provide training and scholarship awards to institutions in the region and Australia; and so it goes on. This approach by Australia recognises the

fundamental role of education and training in the capacity building process.

Scholarships

I think one of the key issues that needs to be considered when discussing capacity building and USP is the role of scholarships. Australia provides opportunities at higher education levels through the provision of scholarships for tertiary training. Scholarships contribute to human resource development in Vanuatu and should have a direct impact on development across various sectors.

We as donors also have to recognise that development needs and priorities are changing in countries such as Vanuatu and we too need to respond to these. We are continually looking for ways to improve our approach to education. The scholarship program increasingly reflects developments in higher education including strengthening of regional institutions, twinning arrangements and increasing utilisation of distance education.

One recent change in scholarship policy in Vanuatu and other Pacific countries impacts on USP. From 1998, the Vanuatu Government and Australia have agreed to provide more awards to regional institutions and only offer awards in Australia to post-graduate applicants - unless an appropriate course is not available in the region. This new policy will see more awards offered and also provide training that is more relevant to the Pacific context. Importantly we are supporting regional institutions such as USP. It is imperative that USP work closely with Pacific countries to ensure it is providing relevant and appropriate programs for students. It is also important that USP work closely with donors to ensure that it is able to meet the increased demands that will undoubtedly arise from this policy.

Linked to this policy, we have agreed that awards will be prioritised for key sectors identified in the CRP. Consequently, the majority of Australian awards will be offered to students studying in sectors that support private sector led growth (accounting, economics, banking, business); in key business sectors (agriculture, fisheries, forestry, tourism); and in areas promoting equity (health, education and environment).

I note the Vanuatu Government's Paper presented yesterday recommended that the USP in collaboration Training & Scholarships Co-ordination Unit (TSCU) undertake a study on scholarship graduates and where they are now. Please note that such a study has recently been initiated by AusAID of all our previous scholarship holders; in addition, the TSCU Strengthening Project also includes the development of a comprehensive data base.

Vanuatu's Comprehensive Reform Program

As recognised in USP's Paper, many Pacific countries are facing economic and financial difficulties and social changes. Many of USP's member governments are undergoing reforms. Vanuatu is one of these and it has set itself a truly comprehensive reform agenda under its CRP. The CRP provides the Vanuatu Government with a mandate to address many of the constraints that undermine development in the education sector. I think most of us would agree that education is development's basic building block and there is an urgent need for Vanuatu to raise the education and skill levels to support and drive its reform effort. I understand that the CRP document has identified over 120 areas of reform and I suggest that most of these are linked to improvements in education and skills. USP and other training institutions, along with donors, must take note of the key areas identified by the CRP as being important to Vanuatu's future development.

Australia is moving rapidly to ensure our program supports Vanuatu's reform priorities and we would expect USP to do likewise.

Australian Assistance to the Education Sector

I would argue that all of Australia's aid activities are contributing to improving the level of education, skills and capacity in Vanuatu. Our program supports curriculum development, teacher training, in-country training, in-Australia training, procurement of materials and building of infrastructure. We also provide assistance under a range of regional initiatives such as the Basic Education and Life Skills Project and funding for the South Pacific Board for Educational Assessment. I would like to outline some bilateral projects that relate directly to the education sector.

1. INTV Strengthening Project

Highlights Australia's policy to support vocational and technical education. We see this as a key project to enhance the quality of appropriately trained workers for industries.

2. Secondary Teacher Training Project

A project currently being designed which will develop for teachers an appropriate diploma for yr 7-10 teachers at VTC and provide higher level training in collaboration with USP.

3. Primary Schools Materials Project

Pilot projects to supply primary school materials.

4. Scholarships Office Strengthening Project

To strengthen the administrative capacity of the TSCU and to improve information systems.

5. Secondary Schools Extension Project

Infrastructure project to cater for increased demands on secondary schools in year 11, 12 and 13.

6. Primary Schools Project

Infrastructure expansion to a number of primary schools.

7. Government Training Centre Project

Strengthening GTC's capacity to provide training courses for the Government.

8. Support for USP Foundation Course

We are providing funding, at decreasing levels, for the USP Foundation program which prepares students for university.

Some Additional Issues for USP Consideration

1. Distance Education

The Australian aid program to Vanuatu is currently supporting some government officers undertake distance education through Australian Institutions. We do not have the capacity to extend this much further as the administrative load is too high. In addition, a critical consideration before we approve is the level of tutor support that is available. It would appear that this could be an area that USP could support.

2. Gender and Rural Equity

An underlying principle of Australia's aid policy, particularly our education and training policy, is that we will promote equity in distribution of education opportunities and in resource allocation, including equal opportunities for women and girls and rural communities. This is an area we are having a great deal of difficulty addressing in Vanuatu as recognised in the CRP document - one of the nine benchmarks in the document to assess the situation of women relates to the education sector. I note with some concern that the USP Paper paid very little attention to this issue apart from some statistics.

3. Donor Consultations

Donors play a key role in supporting USP's operations in Vanuatu, through either direct funding or scholarships. The education sector is a high priority for all donors and I believe it would be useful if USP representatives from Emalus and Donors met more regularly to discuss issues.

4. Secondary Teacher Training Project

I have mentioned this project already, however, a number of key issues are relevant for USP.

- This project will build VTC capacity to develop and sustain yr 7-10 teacher's training
- Specific training awards will be provided at USP to train yr 7-13 teachers

- Recognition of prior learning will be important as trainees entering USP will have different entry qualifications and some will have substantial teaching experience.