

**Pacific Association of Technical and Vocational Education and Training**

**A review of Technical and Vocational Education and Training (TVET) Policy  
and Planning Frameworks in the Pacific Islands**

Written by  
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July 2004

Information provided by members of the Pacific Association of Technical and Vocational Education and Training (PATVET).

*A project funded by DFID (UK) through the, Pacific Islands Forum Secretariat and supported by the Pacific Association of Technical, Vocational Education and Training (PATVET) and the Commonwealth of Learning (COL)*

## **Acknowledgements**

I wish to express my thanks to PATVET and particularly its two executive officers, the President and Chair, Mr Perive Tanusava Lene, Chief Executive of the Samoa Polytechnic and the Secretary/Treasurer, Mr Josua Mataika, the Deputy Director of the Fiji Institute of Technology for their work in gathering the information. They approached their members and over a period of time, gathered responses to the questionnaire and provided me with the information to prepare this report.

I am grateful for the support provided through the Commonwealth of Learning through their regional Project Officer, Ms Jen Williams at The Open Polytechnic of New Zealand for her follow up and for the invitation to work with the participants at the 3<sup>rd</sup> Management Institute of Pacific TVET Senior Managers in Wellington, July 2004.

On behalf of PATVET, I wish to thank DFID (UK) for providing funding support through the Pacific Islands Forum Secretariat, and to Helen Tavola from the PIF for her ongoing encouragement and valuable feedback.

John Bartram

June 2004

## Table of Contents

Acknowledgements .....	2
Introduction.....	4
Methodology .....	4
State of TVET Policy in the Pacific Region .....	4
The Essential Elements of Good Policy of TVET .....	6
TVET Policy in Individual island States .....	9
Cook Islands.....	9
Fiji.....	9
Kiribati .....	10
Nauru.....	10
Niue.....	11
Papua New Guinea.....	11
Republic of the Marshall Islands .....	12
Samoa.....	12
Solomon Islands.....	13
Tonga .....	14
Tuvalu .....	14
Vanuatu .....	15
Appendix 1. Policy Questionnaire sent to all PATVET members.....	17
Appendix 2. Vanuatu – TVET Policy and Strategy.....	20
<i>Vision Vanuatu Education and Training</i> .....	20
<i>TVET Masterplan 2003 to 2010</i> .....	32
<i>Ministry of Education Corporate Plan 2004 To 2006</i> .....	48
<i>Ministry of Youth Development and Training – Corporate Plan 2004 - 2006</i> ....	78
Appendix 3. Extract from the Forum Basic Education Plan – 2002.....	96
Appendix 4: Information on Pacific Island Nations .....	98
Appendix 5: Acronyms .....	100
Appendix 6: Australia and New Zealand Qualifications Frameworks .....	101

## **Introduction**

The Ministers of Education of the Pacific Region agreed in the Forum Basic Education Action Plan in 2001 that it was important to develop a sound National Education policy and planning framework. They said that each country should consider the setting up of a regional qualifications framework, covering basic, primary, secondary, TVET and tertiary education, benchmarked against appropriate international standards and qualifications. The Plan recognized the importance of TVET and said that it should be included as a priority in the national plans of respective countries. Countries should endeavor to raise the status of TVET in their national policies.

The Pacific Association of Technical and Vocational Education (PATVET) at its meeting in Samoa in June 2003, and in its presentations to the Ministers Forum highlighted the difficulties that existed because there was no uniform Regional Qualifications Framework (RQF). There was a very significant need to develop a RQF to make it easier for TVET students to cross national borders within the region. This should also improve the mobility of labour. As a first step PATVET members felt that they needed to have a better understanding of the vision, the policies and approaches which have been developed in each of the island states. PATVET asked the Pacific Islands Forum Secretariat to commission a study to look at TVET policy in each of the countries.

## **Methodology**

A questionnaire was developed by the PATVET executive in consultation with the Pacific Islands Forum secretariat (see Appendix 1). PATVET sent the questionnaire to their members in each of the island states and asked them to respond. Cook Islands, Fiji, Niue, Republic of the Marshall Islands, Tonga, Samoa and Vanuatu completed the survey and sent their responses to PATVET. Papua New Guinea responded in part. Kiribati, Nauru, Solomon Islands and Tuvalu did not respond.

A consultant was employed to analyze the responses and produce a working paper which was presented for final comment by PATVET members at their meeting in Wellington, July 2004.

## **State of TVET Policy in the Pacific Region**

Vanuatu provided the only response which indicated that there was a vision for TVET in their country that is supported by policy and action. (See Appendix 2 – Vanuatu has provided copies of the Vision Vanuatu Education and Training, the TVET Master Plan, the Ministry of Education Corporate Plan 2004 – 2006 and the Ministry of Youth Affairs Corporate Plan 2004-2006. These documents are arranged hierarchically – from the top down. They show how the vision shapes the plan and the policy) They might provide a useful model for developments in other Pacific Island states. TVET is an evolving concept whose roots lay in the school system and policy was most usually defined by the Education Act.

A number of the larger countries have established tertiary institutions which are the leaders in shaping TVET policy for their countries. The senior staff in these institutions, through their active participation in regional and international meetings

and conferences, were the best informed on the development of TVET. They were able to provide good advice to governments on shaping the national face of TVET in their countries. The Samoa Polytechnic, the Vanuatu Institute of Technology and the Fiji Institute of Technology are key institutions in their respective countries and major contributors to the TVET agenda. These institutions have established policies at Institutional level and copies of these can be found in Appendix 5.

Vanuatu has established an agency to monitor the quality of outputs of both government and non government institutions – the Vanuatu National Training Council. Fiji had, several years ago, established the Training and Productivity Authority of Fiji (formerly the Fiji National Training Council) which is to be moving towards a quality control role. Samoa is also in the process of developing this sort of body. The absence of any quality control mechanism will be an inhibitor to achieving agreement on a regional Qualifications Framework.

A number of countries have policy in place to regulate private or NGO providers. This varied from the National Training Council model with an independent or semi-dependent watch dog, to a desk officer within the Ministry of Education providing a regulatory function. Others had no policy in place to provide quality assurance for this important group of TVET providers. The responses all expressed concerns with the variable quality of output from the NGO providers. They all gave NGO institutions a lower or much lower rating of effective delivery and a number commented on the need for better trained teachers in these institutions.

One area in which there is already international agreement is in maritime training offered in PNG, Fiji, Tonga, Samoa, Tuvalu and Kiribati. These programs are based on international standards set in London by the International Maritime organization the TVET qualifications are accredited and accepted internationally. Governments also have included the standards requirements in their maritime legislation. Staff teaching in these courses can move to any other institution with International Maritime accreditation. Because of the consistent standards and the international recognition of the courses, this is one area of TVET which is well respected and demand for the courses is very high. Students who graduate are able to work for any maritime company. Employment prospects are very good and graduates generally earn good incomes. Remits to the home countries is very significant in national incomes. This model is one that should be explored in establishing a regional qualifications framework.

Apart from institution – institution arrangements, students who wished to complete or take further TVET studies in another country would be asked to repeat courses which they had already completed. In most countries, students need to complete an academic high school diploma in order to gain access to TVET courses in another country. Credit for TVET courses seemed to carry no weight at all in this process.

Even within countries, movement from institution to institution was not always easy. In the RMI, the National Training Agency had been established to grapple with this problem and to prevent duplication of effort. In Samoa, this matter was being addressed within the voluntary association of TVET providers.

Fiji and Samoa were developing different modes of delivery such as distance learning so that people who could not access the major centres for face to face tuition were not disadvantaged. FIT has also developed a model whereby it franchises its courses to secondary schools and this has been successful in providing access to accredited TVET courses for a large number of students who might have otherwise dropped out. At the Government level, however, there was no evidence of policy which supported alternative modes of delivery. Questions such as the recognition of qualifications obtained through these alternative delivery modes by other TVET or higher education and by employers and professional associations need to be addressed.

### **The Essential Elements of Good Policy of TVET**

Every country in the Pacific region should articulate its National vision for TVET whose objective is to establish an adequate labour force, with appropriate skills, that will support national economic development which is viable, environmentally sustainable and contributes to social and cultural development. The National vision should develop the structure of TVET and show the inter-relation of the various providers, the employers and the Government. A National vision is a prerequisite to good policies with associated legislation and guidelines will identify the levels of responsibility of the government, industry, trade unions, and the various providers of vocational education and training including both government and non- government, professional associations and the community.

Good policy will be holistic and encompassing, not fragmented.

Given that the Pacific islands are small states (see Appendix 4) , it is beyond the means of the national governments to provide the range and depth of training which will meet the needs of the national economies and at the same time, provide the opportunities for individuals to achieve their potential and personal ambitions in a field of their TVET. None of the respondents indicated that there was any regional agreement which tried to rationalize TVET across the region. Good policy should facilitate and encourage regional cooperation, while maintaining national integrity.

National policies should also establish some kind of qualifications framework which will provide a guarantee that credentials obtained in one institution within a country will be recognized by other institutions within that country. Furthermore, credentials should be accepted by training institutions in other island states. This will require a lot of work in order to overcome local difficulties. There will need to be agreement on such matters as Competency Based Assessment or normative assessment, agreements on nomenclature – what do the terms “certificate”, “diploma”, “basic trade certificate” and so on mean. Both Australia and New Zealand have developed a 10 level framework with four levels of Certificates and two levels of Diplomas, being the qualifications most common in TVET. An outline of both the Australian and the New Zealand Qualifications framework are included as possible models for consideration by the countries in the region. (See Appendix 6) Fiji has adopted the same model for its National Qualifications Framework.

It is worth noting here that at a meeting of Forum meeting of Education Directors in December last year, PQF was discussed extensively. To develop a Regional Qualifications Framework would be a massive task, given that New Zealand took 10 years to develop a National Qualifications Framework. What was agreed on was that a ‘Register of Qualifications’ be put together as a starting point. There has been no action at this point but once funding is available, work will commence. The TVET sector might provide a useful starting point. The PQF will not happen quickly, but there is a mandate to move forward slowly. However, the example of Maritime Training described earlier demonstrates what can be achieved when there is agreement and a framework is established earlier rather than later.

National policies on TVET should facilitate easier access and a sharing of the training resources throughout the region. Good policy will encourage the various modes of delivery to ensure that all people have better and equitable access. In small island states where people may have great difficulty in accessing TVET, it is particularly important to develop policy which will permit a range of modes of delivery. In particular, the potential of open and flexible learning which includes distance learning should be recognized as a key strategy in delivering TVET to people in remote communities. Greater use of alternative strategies could result in increased and more equitable access to a greater range of programmes of learning. There would be some difficulties but these could be overcome if governments were determined.

Alternative strategies may require increased participation by the private sector, for example, where workshop practice was required. There might need to be some policy development in order to make it possible for industrial and commercial organization to become partners in training.

Greater regional cooperation in delivery of courses might also change the nature of key TVET institutions providing programmes across the region where FIT or the Samoa Polytechnic might provide particular ODL courses for all countries in the region. There would be greater use of appropriate technology.

Good policy will create or identify a means to establish and monitor quality to ensure that the skills and competencies learned by the students will meet the needs of the labour market, and that the certification provided is both creditable and portable within the region for employment and for further education. This is of particular importance in the Pacific Region where small populations, dispersed over vast distances, need to agree on a policy so that they can work together in recognizing credentials, transfer of credit and make mobility of labour much easier. A number of the island states have either created these agencies or are moving in this direction. The creation of a new bureaucracy is not necessarily the only way forward. Small could be effective.

Curricula which are relevant and coordinated are key outcomes from good policy. Relevant curricula will meet local needs and thus support the growth of local industry. Curricula may be imported from elsewhere, particularly if it is developed for delivery using open, flexible or distance learning. Good policy will facilitate good curricula.

Good policy will be clear about identifying the agencies responsible for the various activities – whether they are existing agencies or whether they need to be created – and how those agencies are to be funded. Good policy will be supported by appropriate legislation.

Because the non-government sector is a major provider of TVET, good policy will ensure that the certification presented to the students studying with NGOs is able to be accepted by employers and other education providers and will protect these students from unscrupulous organizations. This sector encompasses the churches who establish vocational schools, private local providers and those that export education from other countries through distance education.

In summary, each country should produce a national vision for TVET, supported by policy and legislation. This policy should provide a means of guaranteeing quality of training for both government and non government training providers. Policy should identify the agencies, government departments or positions that are charged with this responsibility. The vision should look forward to increased regional cooperation with a greater sharing of roles and responsibilities across the different island state. At the regional level, there should be vision and agreed policies which facilitate the movement of students between TVET institutions in different countries.

#### **Where now**

The members of PATVET believe that TVET could pioneer the development of the Regional Qualifications Framework. They support strongly the proposal of developing a “Register of Qualifications” as a starting point but would like to take this further. Following the success of the Maritime model, PATVET suggests that consideration should be given to adopting the Australian/New Zealand Qualifications Framework in the TVET sector as a pilot.

In order to play a more significant role, it is proposed that PATVET would be pleased to take a leading role by calling together a meeting of stakeholders to review the state of policy development in the Forum member countries. This would provide an opportunity to show case examples of good policy development. It could be structured to provide opportunities to debate examples of best practice to identify their strengths as well as their weaknesses. Experts from countries with well developed policies such as Australia and New Zealand or from the ILO could be invited to participate and act as commentators or devils advocates to the discussion. In such a meeting, delegates from the island countries could begin to draft a check list of matters that their own national policies should address. They could also develop a check list for those items that the region must begin to discuss. Such a meeting might act as a catalyst for action in the Forum member countries by focusing attention on both the Basic Education Plan and their national policy and planning framework in so far as they address the needs of TVET. This could assist the Ministers in developing their action plans. The Directors of the Samoa Polytechnic, Fiji Institute of Technology and Vanuatu Institute of Technology would provide the steering group for such a meeting.



PATVET will also explore in its next three year plan, key issues which affect the region such as access.

## **TVET Policy in Individual island States**

### ***Cook Islands***

The major providers of TVET in the Cook Islands are specialist institutions such as the Nursing School, Maritime Department and Teachers Training College and the HTTC. The Department of Human Resource Development manages all other TVET. (The Minister of Education is also the Minister for Human Resource Development.)

There appears to be no document which provides the policy on TVET in the Cook Islands.

With respect to quality control and the regulation of NGOs wishing to provide TVET, The Minister of Education is able to regulate organizations wishing to operate in the Cooks. The Cooks look to New Zealand as their arbiter of standards. This seems to work if a student studies a course provided by a New Zealand institution (the Open Polytechnic or UNITEC) but not if they have studied other courses. Local qualifications are not considered to at the same standard as NZ qualifications.

The major policy weakness seen by the Cooks was the need to establish regional and national qualifications frameworks.

In the analysis, the Government Institutions as being much more effective than Church, private or even overseas providers as effective deliverers of TVET.

### ***Fiji***

The response to the questionnaire stated that the Ministry of Education in Fiji did not have a specific policy for TVET. However, there has been a move recently to formulate a TVET policy for secondary and tertiary institutions and this policy should be implemented in the not too distant future.

The major Government funded providers of TVET in Fiji are: the Fiji College of Agriculture, the Fiji School of Nursing, the Fiji College of Advanced Education and the Fiji School of Medicine. These are fully funded by the government. The Fiji Institute of Technology, which is the largest provider of TVET in Fiji and the Training and Productivity Authority of Fiji (TPAF) who offer industry based training for upskilling employees are almost fully funded by the Government. Four secondary schools are fully funded and deliver secondary school based TVET, namely Ratu Kadavuluvu School, Sila Central School, Levuku Public School and Bucalevu High School. . The Montfort Boys Town and Montfort Technical Schools are partly funded.

In the NGO sector, there are 92 Vocational Schools registered by the Government. Several new schools have requested registration which should take the total to more than 100. In addition, there are some 47 secondary schools that have vocational centers attached to them.

The Government policy requires that the Ministry of Education approve the establishment and registration of new institutions and must also recognize the training programmes offered by these institutions. It also ensures that these institutions are Occupational Health and Safety compliant. The TPAF ensures quality of training provided by the various institutions.

Students are able to move between Institutions but with limited academic credit because there is no policy to recognize qualifications obtained at the various institutions although the TPAF is in the process of formulating a national qualifications framework for tertiary and industry qualifications. This is scheduled for implementation in 2005. The Ministry of Education will formulate a framework specifically for primary and secondary schools to have linkages to the tertiary and industry framework. When students move between countries, many are forced to repeat units of work already studied in their home country.

The major strengths identified were the strong support for TVET shown by the Government of Fiji and by the overseas aid donors. TVET is increasing in its status, especially as the demand for skilled workers increases. Franchising arrangements exist between secondary schools and institutions such as FIT have increased access to TVET. Furthermore capacity building in Open and Distance Learning as institutions such as FIT move towards dual mode delivery further increases equitable access to TVET.

The major current weakness identified was the absence of a regional/national qualifications framework, together with the need for an authority to provide quality assurance and to audit training providers.

### ***Kiribati***

The major provider of TVET in Kiribati is the Tarawa Technical Institute, about to become the Kiribati Technical Institute. Its mandate extends beyond Tarawa to all of the islands scattered over vast distances that constitute this small island nation. Other providers are the USP, the Marine Training School, the Kiribati Nursing School, the Public Health and Midwifery School. Government Departments including Telecom and the Public Services provide some training in-house. The Ontinaai Hotel trains its staff. The Catholic Church operates a rural training centre and secondary schools provide home economics and industrial arts.

TTI is developing a distance education capacity in order to service the outer islands.

The advice provided by Kiribati said that there was no overarching vision for TVET with associated policy and legislation in Kirabati. There was no qualifications framework of regulation of TVET providers. The only accreditation provided was when courses were offered by outside institutions (“big brother institutions”) such as USP.

### ***Nauru***

The only TVET provider in Nauru is the Nauru Vocational Training Centre (NVTC), and is 80% funded by the Government. The NVTC operates with an advisory

committee with stakeholders from government, employers and the workforce. There is no separate Government vision statement or policy on TVET.

The curricula taught in the NVTC have been developed in Nauru – with its origins in training the workers in the phosphate mine. The qualifications obtained are accepted by local employers but are not recognized outside of Nauru. This causes difficulties for those students who seek employment outside of Nauru.

Because Nauru is a very small island and does not receive donor government support, funding for the NVTC is very limited.

### *Niue*

Niue was the smallest island community to respond to the survey. TVET was provided through Niue High School, coordinated by the In-Country Training Office, in the Department of Administrative Services. Many students travel to New Zealand, Fiji and Samoa to undertake post secondary studies, including TVET. Qualifications obtained in New Zealand, Fiji and Samoa were recognized in Niue. There was no policy on TVET in Niue.

### *Papua New Guinea*

TVET is provided by the Government through the University (with programmes in engineering, architecture and technology), seven Technical Colleges providing technical trade certificates and diplomas, 130 Vocational Training Centres and four Technical High Schools providing basic level programmes which bridge to the technical trade certificates as well as informal training for the needs of the community. All three levels of institutions provide a range of refresher courses and short courses on demand. There is a huge range of NGO providers that include churches, private (for profit) providers, international (for profit) providers, industry and commerce. These are currently not regulated.

Government institutions were established under various Acts of Parliament, including the Higher Education Act and the Education Act.

There is no overarching Government vision statement or global strategy for TVET. The Ministry of Education are in the process of developing a TVET Policy document. This will apply to those institutions run by the Education Department. At the Government level, a process is in place to develop legislation and policy that will regulate all TVET providers within the ten year plan. Private TVET providers are mandated by Dept of Labour and Employment through the National Training Council.

The National Apprenticeship and Trade Testing Board (NATTB) monitor and set standards for trade testing in PNG. Students from any of the TVET providers must go to the NATTB to be tested for trade competencies which will then be recognised throughout PNG. Because a process is in place to assess prior learning and experience, attendance at a course is not necessary before testing. Outside of the NATTB, there is no National Qualifications Framework. TVET curriculum is based on standards set by NATTB.

The lack of a National Training Authority is one of the major issues confronting TVET. Several attempts have been made recently to get legislation introduced which will establish an NTA who would coordinate the NATTB, the NTC and the work of TVET within the Ministry of Education. The lack of coordination combined with no National Vision statement for TVET reduces the effectiveness of TVET delivery in PNG. Within the Department of Education, there are some frustrations in delivering TVET which requires a very flexible approach to the way that people are deployed, particularly lecturers, when working in a system designed for primary and secondary schools.

### ***Republic of the Marshall Islands***

The response from the Republic of the Marshall Islands (RMI) identified the major providers of TVET as the Ministry of Education and the Ministry of Internal Affairs, the College of the Marshall Islands and the National Training Council (NTC) through the recently established National Vocational Training Institute. The NTC has recently been established to be the umbrella organization and to coordinate all TVET in the RMI. The NTC was trying to improve the effectiveness of vocational training by taking it out of the secondary school environment.

The RMI has produced a policy paper on TVET which is available.

NGOs are regulated by the NTC.

Government Institutions are funded by the RMI Government and the US Grant programme. NGO's are eligible for US Grant funds either through the Ministry or through the NTC.

All TVET training institutes must be certified by the NTC. Students can in some cases move between institutions. One of the mandates of the NTC is to prevent duplication of effort in TVET. Students wishing to study TVET overseas must have completed a high school diploma.

### ***Samoa***

The response from Samoa identified the major Government provider of TVET in Samoa is the Samoa Polytechnic with a range of courses in Technology, Commerce and Maritime and an annual EFTS of 600. The Non-Government institutions include the Church College of Samoa, the Marist Centre for Special Learning, the Christian Congregational church of Samoa – Tuasivi College, the Don Bosco Technical Centre, the Beautiful Expression of Natarue of Fine Arts, the Uesiliana Vocational Training Centre and the Methodist Board of Education – Lauma o Punaoa Technical Creative Centre. The Church College of Samoa, Don Bosco Technical Centre, Uesiliana Vocational Training Centre and Methodist Board of Education – Lauma o Punaoa Technical Creative Centre are the main ones offering trade programs at a college level with annual EFTS from 100 – 200.

The Samoa Polytechnic was created by the Samoa Polytechnic Act (1992/93).

The Samoa Ministry of Education, Sports and Culture does not yet have a clear policy on TVET. The only areas in which TVET is considered is in the policy and planning for secondary schools.

The NGO TVET institutions are not regulated by the Government.

The Government does not currently have policy in place which establishes the quality of training and validates the certification provided by the various TVET institutions, however, there is a proposal to establish the Samoa National Training Authority within the next three years that will take on this role.

Students can move between teaching institutions but with limited academic credit transfer. At present, the Samoa Association of Technical and Vocational Education and Training Institutions are voluntarily identifying and developing a national accreditation process for all TVET providers.

The strengths identified in the response are the strong support of Government for TVET and the Samoa Polytechnic which takes a leading role in the development of TVET. It will provide staff development to all other TVET providers in the country. It is also developing an ODL capacity. It is the lead organization in developing the Samoa Association of TVET Training Institutions.

As with many other countries in the region, the lack of a regional and a national qualifications framework is seen as a major weakness in TVET policy. Another weakness is the need to upgrade the teaching competencies in the NGO institutions.

### ***Solomon Islands***

TVET is provided in the Solomons by the Solomon Islands College of Higher Education (SICHE), the National Trade Testing and Training Unit (NTTTU) Vocational Schools, Secondary Schools, Rural Training Centres, the Churches and the Handicapped Centre, other private providers. At present the infrastructure in the Solomons is being re-built after a period of instability. The Government produced an Education Strategic Plan (2004-2006) which covers the Government provision of TVET and recognizes the role of NGO providers. Copies of this Strategic Plan are available.

At the time of writing, the Government had developed TORs for the preparation of a TVET Policy. This is expected to be completed by September 2004.

There is no National Qualifications Framework. Vocational Schools operate under the NTTTU umbrella which provides a degree of quality control, albeit in a limited part of the sector. Otherwise courses, standards and certification vary widely between locations. The TVET Policy currently in preparation is expected to address this matter.

A major weakness in the Solomons results from the breakdown in the infrastructure. This is being restored. The lack of coordination between the large number of various providers result in an ineffective response to the needs of the labour market. Access is difficult for many of the people in the Solomons living on its 300+ islands.

However, the opportunities are being put in place for the Solomon Islands to rebuild and is supported by the huge support from donor agencies, as well as the encouragement and support from other countries in the region.

### ***Tonga***

TVET is provided through Government Institutions such as the Tonga Maritime Polytechnic Institute (TMPI), the Queen Salote School of Nursing, the Tonga Institute of Education and the Community Development Centre. The TMPI is one of the institutions offering certificates, programmes in maritime and technical areas with annual EFTS ranging from 300 to 450. The NGO Institutions which offer a range of college level trade and business programmes are the Ahopanilolo Business College, the Commercial College, the Mountfort Institute, the 'Unuaki-'o-Tonga Royal Institute, the Hango College of Agriculture, the Tupou High School Business Centre and the Royal School of Science. They have annual EFTS of 150-200.

The TMPI was established under the Ministry of Education act 1995. The NGO's are not regulated in any way by the Government, although they receive some Government financial support.

The Ministry of Education does not have a clear policy on TVET for Tonga although it is generally stated in the strategic plan which is currently being developed at the time of writing.

Tonga does not have any policies that enable students to move between institutions and carry academic credit with them. There is no agency that ensures the quality of training and validity of the certification provided by these institutions. There is no national policy on recognition of prior learning.

Because there is no regional policy on qualifications, there can be barriers for those students who wish to study at institutions in other countries. Because qualifications vary between Pacific countries and because each country concentrates on its own study programme, the recognition of qualifications from other countries can be difficult. Tonga regards this as a very important issue.

The strength of TVET in Tonga was seen as the strong support by the Government for TMPI.

The major weakness indicated was the lack of a national and regional qualifications framework. Tonga needs to develop policy which will improve curriculum development, which will establish a monitoring process for programmes in all TVET institutions. Tonga should adopt an open and distance learning mode of delivery.

### ***Tuvalu***

Tuvalu is a small country and it is one of the most over populated small island states in the world. It has a population of slightly more than 10,000 living on a land area of roughly 26sq kilometers and with an ocean (economic) zone of 3,000 sq miles. The school population enrolled in our early childhood centres, primary schools and secondary schools is about 2,500.

Formal technical and vocational education and training (TVET) in Tuvalu is still in its formative years. TVET is provided through:

- technical subjects taught at Motufoua Secondary School (MSS)
- courses for seafarers at the Tuvalu Maritime Training Institute (TMTI)
- courses in basic accounting, keyboarding and business Mathematics and English taught at various commercial schools and non-government organizations such as Tuvalu Association of Non Government Organisation (TANGO), Tuvalu Family Planning Association (TUFA) in Tuvalu.

TVET is being strengthened and this is reflected in the development of the Education and Training Sector Master Plan (ETSMP). Of particular concerns are the growing populations of students (or youths) dropping out from the formal education system which has been and continues to be the main focus of the education system in Tuvalu. The most immediate concern is with the dropouts (or the failures of the National Year Eight examination – which is administered at the end of Year Eight). The other major concern is adults without jobs, or youths and adults wanting to up-skill their skills in the various trades that they are involved in. There is no existing Master Plan or vision for TVET but this is being remedied in the production of the ETSMP. TVET Policy emerges from the Education Policies. The Government does have policies in place to regulate the provision of TVET by NGO institutions. It does not have any mechanism to regulate the quality and credentialing of this training through a National Qualifications Framework. It would welcome such a development and recognizes the need to rationalize qualifications obtained by its citizens in other countries to be recognized when these citizens return to Tuvalu. It is interesting to note that the greatest part of the Tuvaluan economy is in the form of remittances from those students who have completed their maritime studies and are now working in international shipping companies.

Tuvalu grapples with unique issues. They have such limited land area that the most of the TVET teaching occurs on an island that is remote from the capital. Communications between these islands is difficult; communication with the other islands is even more difficult. Tuvalu has just begun to develop a form of distance education which might help to reach these remote communities. The need for a Pacific Qualifications Framework is very critical as some of the islands in the archipelago are disappearing under the sea and people may need to relocate to other parts of the world. In order to survive, they will need to carry with them qualifications which will be recognized in the countries to which they move. The success of the courses in Maritime Studies is very evident in Tuvalu.

### ***Vanuatu***

The major formal providers of TVET in Vanuatu include the Vanuatu Agriculture College (VAC) under construction and funded by the Chinese Government, the Vanuatu Institute of Technology (VIT), the Vanuatu Maritime College (VMC) and the Vanuatu Institute of Teacher Education (VITE). The non formal providers are mostly community based organization aided by donor agencies and private providers such as NEXT Vanuatu Limited. The non formal providers are powerful in reaching out to the majority of the population who live in rural areas.

Vanuatu has moved a considerable way in articulating a coordinated Policy and Strategy for TVET. The Government has published “TVET System for Vanuatu” which recognizes all of the stakeholders in both the formal and non-formal sectors and how they relate to each other and the regulating agencies. The key agency is the Vanuatu National Training Council (VNTC) whose mandate is to accredit TVET courses and to draw up the National Qualifications Framework. The VNTC also has the mandate to promote and regulate TVET providers for quality, standards and certification of courses.

The driving force behind TVET is the lead teaching institution the Vanuatu Institute of Technology. VIT has developed a strategic plan and vision for TVET at the local and national level. VIT is established by Act of Parliament – the Vanuatu Institute of Technology Act (2001). It is an important voice in the development and implementation of TVET policy through the Ministry of Education (Formal TVET) and Ministry of Youth Development and Training (Non Formal TVET). This policy is established in the vision statement – *Vision Vanuatu – Education and Training* which established the framework for *TVET Master Plan*. The Ministries of Education and Youth Development have produced their Corporate Plans which give the policy for TVET within the respective government agencies. All of these are attached in Appendix 3.

Vanuatu is making headway with the provision of TVET through the articulation of TVET Policy. The issues which continue to cause concern are related to the recognition of TVET and TVET qualifications by industry and by teaching institutions, particularly those in other countries. The pathways and linkages between TVET courses and higher education need to be made stronger and much clearer.

The strengths identified in Vanuatu were the policy directions developed by the Ministry of Education and the Ministry of youth Affairs. Another key strength was the role and leadership shown by the VIT, which also has in place a Vision and Strategic Plan for TVET at the Institutional level. The importance of TVET for Human Resource Development was increasingly being recognized by the people of Vanuatu. TVET was responsive to the needs of local industry through the Industry Advisory Committees.

There is a major development to produce courses which will address the livelihood needs of the youth that are prone to crime in the urban areas. Courses that contain elements of literacy numeracy, personal development, small business and other employable skills are being trialed to address a major social problem. Similar courses are being piloted for people in prisons

The major policy weaknesses was the lack of recognition of TVET qualifications complicated by the move away from the normative reporting system to a Competency Based Training system of reporting but this is being addressed by the VNTC. A framework should be in place in the very near future to redress this problem.



## **Appendix 1. Policy Questionnaire sent to all PATVET members.**

### **Pacific Association of Technical and Vocational Education (PATVET)**

Survey and analysis of policy and legislation which drives Technical and Vocational Education and Training in the Pacific Forum member countries, namely Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Nauru, Niue, Palau, Papua New Guinea, Marshall Islands, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu. This work is supported by the Pacific Islands Forum Secretariat.

This survey of policy and legislation is a direct outcome of the PATVET meeting which was held in Samoa in June 2003. It was agreed at that meeting, that it would assist regional cooperation and national development of TVET if there was better understanding of the forces that were driving TVET in each country. Accordingly, PATVET has developed the following questionnaire and would appreciate your assistance.

Please answer the following questions as fully as possible and then fax and/or email your responses to the Chair of PATVET, Mr Perive Lene, Samoa Polytechnic, Apia, Samoa.

Email: [ptlene@sampol.edu.ws](mailto:ptlene@sampol.edu.ws)

Fax:

1.     a. Providers  
Who are the major providers of TVET in your country? (This should include Government, non Government, religious and foreign institutions.)  
  
b. Size and scope  
Which of these institutions are the most important in terms of the range and levels of programmes they teach and the numbers of students they reach?
  
3.     Government Institutions
  - a. Legislation  
If the college is established by legislation specific to the individual institution or is it established as part of a more encompassing Education Act, please identify the appropriate Act and if a copy could be provided, it would be most helpful.
  
  - b. Policy  
Does your ministry have a clear policy on TVET for your country? Could you please provide a copy of this.
  
  - b. Governance  
How are the Government Institutions managed? Do they report to a board of Governors or College Council, are they part of a Government Department?)  
If the reporting to an independent body, what power does this body have?

Who employs the various members of staff - the Executive staff members, the teaching staff and the support staff?

c. Funding

How are the Government Institutions funded?

4. Non Government/Church/overseas colleges or schools

a. Legislation and Policy

Are non Government Institutions regulated in any way by your Government?

Please identify the appropriate legislation and associated policies.

b. Funding

Please describe any financial support provided by your Government?

5. Qualifications Framework

a. Policy and regulation

Has your country developed and implemented policies to recognize the qualifications obtained at the various TVET teaching institutions?

Is there any legislation in place which establishes National Agencies to ensure the quality of the training and the validity of the certification provided by these institutions?

What is the role of the professional associations in this regard?

Are students able to move between Institutions in your country and carry their academic credit with them or will they find themselves repeating work that they have already covered.

Is there any provision for recognition of prior learning?

b. Regional Qualifications Framework

Are there barriers to students wishing to study at other institutions in the region, is their due recognition given to the qualifications they receive in their home country?

What are these barriers and how might they be overcome?

Is this an important issue that should be referred to the Education Ministers for their consideration?

6. Analysis - this reflects your view as to what works. PATVET will produce a paper which suggests model policies for governments.

a. How effective is the system of delivery of TVET in your country? On a scale of 1 (poor) to 5 (excellent) how would you rate the following?

Government Institutions [ ]

Church Institutions [ ]

Other Private Institutions [ ]

Overseas colleges or schools [ ]

b. With respect to the recognition of qualifications received from the TVET Teaching Institutions in your country on a scale of 1 (poor) to 5 (good) how would you rate the following?

Employers are generally keen to employ students with qualifications from your institution [ ]

Parents believe that the qualifications received from the following institutions are credible and want their children to enroll

Government Institutions [ ]

Church Institutions [ ]

Other Private Institutions [ ]

Overseas Institutions [ ]

c. General Comment

What do you see as the strengths and weaknesses of TVET delivery in your country?

**Appendix 2. Vanuatu – TVET Policy and Strategy.**

**GOVERNMENT OF THE REPUBLIC OF VANUATU**

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**MINISTRY OF EDUCATION**

Vision Vanuatu Education and Training  
**2004 to 2015**

**The Masterplan and Policy Directions**

*Each Child and Young Person is Special!*

**27<sup>th</sup> April Draft Three**

**Department of Education**

**Port Vila**

April 2004

Forward

*Vision Vanuatu Education and Training* is the pre-eminent masterplan for education and training in Vanuatu. It replaces and builds upon the Education Masterplan 1999, the Masterplan Implementation Plans 2000, and the draft MOE policy directions 2003. It derives from the Comprehensive Reform Program and Priorities and Action Agenda of the Government and takes into account the recent changes to education and training legislation, the Rethinking Vanuatu Education initiative, and the views from the Business Forum and the Provinces through the REDI plans.

*Vision Vanuatu Education and Training* recognizes the Education For All National Plan of Action and the TVET Masterplan as the working plans for education and training. It also accepts that a strategy is needed to strengthen senior secondary and pre-tertiary levels.

*Vision Vanuatu Education and Training* is the Government's definitive long-term vision and masterplan for education and training in Vanuatu for the period 2004 to 2015. It will be regularly reviewed and updated.

Recognising shared responsibility for education, and that Government alone cannot fulfill all the obligations of an effective education system, we will continue to work in partnership with churches, non-government organizations, parents, communities, the private sector, and development partners to achieve our education goals.

*Vision Vanuatu Education and Training* attempts to bring in a change of attitudes, structures, policies, and resource allocations that are better aligned with the Government of Vanuatu's overall policy framework. The MOE has heard the challenge to improve access to and the relevance and quality of education and to move from a top-down focus to an approach centred on students and schools.

*Vision Vanuatu Education and Training* reiterates the importance of education and training to the social and economic development of Vanuatu, and their special importance to the self-reliance of rural and remote areas and the development of the productive sectors. Education and training are recognized under United Nations Agreements as productive forces in their own right.

The *Vision* tries to explain the complexity of Education, from basic education, senior secondary and pre-tertiary, to technical vocational education and training, and to higher education.

Without an effective education and training system, Vanuatu cannot achieve the vision of the Government's **Priorities and Action Agenda 2003** - to build Vanuatu as a nation where peace, human rights, stability and security prevail and where the benefits of reform and development are equitably distributed. Without a better match between policy and funding, we cannot achieve the primary purpose of the Government's commitment to education and training - to raise the welfare of the general population by raising standards of service delivery particularly to the rural and outer regions, to provide basic education for all, and to generally improve access to education to increase entrepreneurial and employment opportunities and to contribute to the productive sectors.

The *Vision* takes into account:

The Comprehensive Reform Program, the Priorities and Action Agenda, and the Report of the Business Forum;

The MOE Education Masterplan.

Vanuatu's Education For All Country Plan;

The recent Education Acts;

Draft MOE Policy Directions and Policy Directions for Youth Development and Training, and the MYDT Corporate Plan;

The Re-thinking Vanuatu Education Initiative.

*Vision Vanuatu Education and Training* provides the longer-term planning and policy framework for the work of the Ministry and its Department, and a framework for ongoing dialogue across Government and with stakeholders to work together to strengthen our Education and Training System.

The Honourable Nicholas Brown  
Minister of Education

## Introduction

The Ministry of Education is mandated to provide one of the fundamental of human rights – education for all. Education and Training are the pre-eminent tools for achieving increased economic prosperity and social welfare and stability.

Basic education provides the literacy, numeracy, cultural and lifeskills that form the basis of good citizenship and enable people to participate positively in society. Secondary education provides opportunities for further study, employment, entrepreneurship, and an increased capacity to contribute to economic and social development. Technical Vocational Education and Training (TVET) provides a second chance for early school leavers and a special focus on skills development for employment, promotion, business development, and further study. Higher education provides foundation, degree, and post-graduate opportunities for professional careers. All education sectors are important in their own right and contribute to the development of the nation's future leaders.

The Government's **Comprehensive Reform Program** recognises education as a basic service and a pre-condition to development, both social and economic. The development of Vanuatu's human resources is considered as the nation's highest priority. In the words of the Prime Minister, *let's put people first*. The vision of the Government's **Priorities and Action Agenda 2003** is to build Vanuatu as a nation where peace, stability and security prevail and where the benefits of reform and development are equitably distributed. The primary purpose of the Government's commitment to education is to raise the welfare of the general population by raising standards of service delivery particularly to the rural and outer regions, to provide basic education for all, and to generally improve access to education to increase entrepreneurial and employment opportunities and to contribute to the productive sectors.

The Government has charged the Ministry of Education with a heavy agenda. In particular the Government has requested the Ministry to re-think its efforts in order to: Better align its plans and policies with the Government's overall policy framework, to improve the management of its resources within these policies and plans, and to re-think its action plans.

Review its structures, implement the new Education, VIT, and VITE Acts, to reduce and decentralise the bureaucracy, and to increase the focus on students and learning. Provincial Education Boards are to be fully recognised to improve their service and financial health and their capacity to generate funds and support poor communities. The new Provincial Training boards are to play a key role to bring training opportunities to their areas, working harmoniously with the PEOs and other Provincial agencies, especially with the REDI initiatives.

Improve its management and strategic use of information through EMIS and link with other databases to track population and labour market trends and REDI plans so that education and training plans are better aligned.

Strengthen basic education and expand to Year 8. Work towards Vanuatu's *Education For All* Plan. Improve access for all and improve standards of literacy.

Provide more relevant curriculum and assessment systems to match socio-economic needs, local, provincial, and national, and to achieve international standards.

Improve teacher training and review teacher terms and conditions and the operations of the Teaching Service Commission to achieve improved productivity and quality, and a better and fair valuing of teachers.

Strengthen secondary education striving for international standards, improve access to Year 13 and 14 courses, and introduce a single examination at the end of Year 13. We would add to this the need for a major campaign to lift maths and science and language teaching at all levels.

Raise the profile of and expand Technical Vocational Education and Training (TVET) working with the Vanuatu Institute of Technology as a lead agency and cooperating with the Ministry of Youth Development and Training. New course areas are to be introduced in areas such as Information Technology, Horticulture, Plumbing, Arts and Craft, Management, Food Technology. Reach agreement on key terms such as further education.

Establish a VIT Campus in each province and introduce a bridging/ safety net program (the Vanuatu Community Certificate) and the current Year 11 and 12 courses (the Vocational Foundation Certificate) into the provinces.

Support VIT to be further strengthened to develop and deliver higher level Certificates and Diplomas to meet the needs of the formal economy. Links with the Department of Labour and others will be strengthened to make best use of resources for industry training, and to strengthen the Trade Testing Scheme.

Cooperate with the MYDT to support NGOs to offer safety net programs including the Vanuatu Community Certificate for school drop-outs and other people in the community in need of a second chance.

Take a lead agency role in the development of a National Human Resource Development Plan for Vanuatu as a framework to link education, training, and the national scholarship program to the productive sectors and the REDI plans.

The Ministry of Education supports the Government and the Business Forum's vision for a private-sector-led economic recovery and economic self-reliance. Education and TVET curriculum will be progressively reviewed to take into account the views of key industry advisory committees.

### **Policy Issues**

Our planning processes have identified some policy tensions and issues. The MOE will work with the Government's policy development processes to address these areas within the Government's broader policy framework. These issues are:

The GoV policy is to provide national free access to basic education up to year 8, working towards free education to Year 10 over the next decade. However, current level of funding does not allow schools to provide basic education without a top-up from parents. Political endorsement of the proposed top-up schools has not been forthcoming and other models may need to be considered. Government has decided to remove fee subsidies but also to better control the maximum fee level and how these fees are spent by schools. Fee income provides much needed flexibility for schools and needs to be protected for their use within a clear policy and accountability framework. More work is needed to confirm these policies.

GoV intentions re affirmative action and additional support for schools in disadvantaged areas needs to be clarified and resourced in a transparent way. The GoV's commitment to funding non-government schools may need to be re-visited.



Political support for changes to training and terms and conditions for teachers to improve their status, professionalism, and performance.

*Vision Vanuatu Education and Training* is the MOE's blueprint for addressing these issues in a transparent and participatory way.

Vision Vanuatu Education and Training  
**2004 to 2015**  
The Corporate Mission Statement for the Ministry of Education

Development mission

Our slogan is *Each Child and Young Person is Special!* They are all important to Vanuatu's development. People first!

The Ministry of Education, in partnership with stakeholders, provides education and training that is well-managed, relevant, and of good quality to ensure that all the people of Vanuatu participate fully in the nation's social, cultural, and economic development.

The primary purpose of the Government's education and training policy is to create a system which provides good conditions for knowledge, skills, and values development, with the view of enhancing a harmonious and peaceful society, conducive to the promotion of a sustainable way of life in Vanuatu. The core element of the Government's primary policy objective of restructuring and developing the economy is raising the access and standards of education and training throughout the system. Education and training shall be fundamentally grounded in Ni-Vanuatu culture and belief.

***Vision***

Vanuatu Education and Training provides nurturing for good citizenship.

L'enseignement de Vanuatu; eduquer pour la bonne citoyennete.

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

The Republic of Vanuatu, proud of its unique identity, is committed to endow the best education and training for its children. With an education and training system that is relevant and adaptable. Vanuatu aims at providing growth ground for good citizenship.

The system is student-centred and takes into consideration the uniqueness of each child.

It is characterized by shared responsibility between the education and training authorities, communities, parents, and industry who all have an important role in securing good education and training of Vanuatu children.

The system shall be accommodating by nature, securing a choice of channels to every citizen for self-realisation.

## **Aims of Education and Training**

The priority aim of the education and training system is the empowerment of children and young people so that they become self-reliant in mastering their own life and career as individuals and as members of their community and the society.

Education and training aims to:

- arise children' and young people's initiative and inquisitiveness;
- support analytical and creative thinking;
- raise the spirit of entrepreneurship and positive competitiveness;
- maintain in the children and young people community spirit and sense of togetherness;
- strengthen cultural consciousness;
- enable every child and young person to obtain a good level of literacy and numeracy;
- encourage every individual, besides knowing his/ her mother tongue, to become bi-lingual in English and French.
- increase the employability of graduates.

## **Values and guiding principles**

Focus on the needs of the individual, the village, and the nation.

Transparency, fairness, and equity.

Respect for the unique contribution of young people and a diverse range of providers.

Teamwork, cooperation, and collaboration.

Prudent use of limited resources.

Good governance, Leadership codes and ethics. Professionalism and accountability.

Grounded in the best of ni-Vanuatu culture, traditional skills and resources, and languages.

Promoting the best of world cultures.

## **Goals in summary:**

A quality framework to ensure improved service delivery.

Quality universal basic education initially to Year 8 and later to Year 10.

Improved quality and access to secondary education and a re-think of pre-tertiary opportunities.

A strong Technical and Vocational Education (TVET) system.

Improved access to higher education.

Strong curriculum and learning materials, accessible to all schools.

Improved pre-service teacher education and expanded in-service teacher education.

A major initiative to improve the levels of English and French language and bi-lingualism, and a sensitive but cautious use of the vernacular in pre-school and initial education.

A major initiative to improve mathematics, science, and computer literacy in our schools.

A major initiative to define and implement a strategy which utilizes the best features of distance learning, appropriate and sustainable in Vanuatu, to facilitate increased access to education and training.

A major initiative to improve access and quality of information to parents and students to assist them to make informed decisions re courses, schools, and career options.

A major effort to strengthen the management of the Education and Training System, and to involve and support students, teachers, and Provincial Education Offices and Provincial Training Boards.

Goal One: Achieve quality, universal basic education for all to Year 8 level by 2009 and to Year 10 by 2015.

Objectives:

**Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. Introduce a compulsory universal basic education policy by 2006.**

**Phase-in free basic education as funding allows, targetting the removal of fees for pre-school and Years 1 – 4 by 2006 and for all basic education to Year 10 by 2015.**

**Reduce drop-outs and failures from basic education.**

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

**Recognise and promote the Vanuatu Community Certificate Level One as providing a second chance and an alternative basic education pathway through the TVET sector and via distance learning.**

**Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.**

**Provide a standard basic education curriculum and teaching/ learning resources to all schools.**

**Ensure that Vanuatu's unique values, culture, and customs are integrated into the basic education curriculum.**

**Provide balanced support for basic education provision in English and French.**

**Review the pilot programs using vernacular languages in pre-school and as a medium for teaching science, social science, from Years 1 to 6. Recommend policy directions and plans on the basis of this review.**

**Review the "Top-up" school and the Child-Friendly school pilots and implement agreed recommendations.**

**Review the role, impact, and cost-benefits of zone advisors and curriculum officers and implement recommendation for improvement.**

**Implement a campaign to improve literacy and numeracy levels in basic education.**

**Achieve a 50% improvement in levels of literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.**

Goal Two: Improved quality and access to secondary education.

Objectives:

Promoting student and parent choice of school and course and providing more options and choice. Working towards the abolition of policies and practices which channel students for convenience or discriminatory reasons.

Facilitating student-centred approaches at school level.  
Establishing centers of excellence as a sustainable model to provide much needed skills in areas of importance to Vanuatu and Provinces.  
Promoting more dual-lingual senior secondary schools.  
Considering multi-grade teaching as appropriate to maximize use of limited resources.

Goal Three: A strong Technical and Vocational Education (TVET) system.

**Objectives:**

Establishing VIT Provincial campuses and expanding rural training and training for disadvantaged groups.  
Introducing higher level certificates and diplomas at VIT in Port Vila and introducing new course areas to meet the needs of the formal economy and the productive sectors.  
Promoting technology (TVET) in schools.

Goal Four: Improved opportunities for pre-tertiary and improved access to higher education.

**Objectives:**

Continuing to support USP and the French Speaking Universities center.  
Assisting TVET institutions and selected senior secondary schools to provide Year 14 and 15 Diploma programs which are recognized by international universities and institutes.  
Exploring Associate Degree options with USP and VIT.

Goal Five: Strong curriculum and learning materials, accessible to all schools and teachers.

**Objectives:**

Improve coordination of curriculum and materials development/ adaptation. Explore a model of a Vanuatu Polytechnic which combines VIT, VITE, the CDC, and the Examinations Centre.  
Remove barriers to teacher and school access to curriculum and materials.

Goal Six: Improved pre-service teacher education and expanded in-service teacher education.

**Objectives:**

Improve coordination and use of resources for teacher training. Explore a model of a Vanuatu Polytechnic which combines VIT, VITE, the CDC, and the Examinations Centre.  
Maintain pre-service teacher education in Vila and progressively reduce/ remove allowances for participants in pre-service training.  
Decentralise the in-service teacher education roles by providing curriculum and materials and traveling trainers to the Provinces.  
Develop/ adapt and implement teacher training courses to assist teachers to implement the initiatives to strengthen language education and maths science and technology education.  
Progressively establish accessible

Develop a GIP proposal and secure additional funding to implement a major campaign to improve and expand in-service programs for teachers and to strengthen senior secondary teacher pre-service.

Goal Seven: A major initiative to improve the levels of English and French language and bi-lingualism, and a sensitive but cautious use of the vernacular in pre-school and initial education.

**Objectives:**

Consistent with the Constitution and sound educational principles, we will continue to strengthen our dual language system using the principal teaching languages of English and French, and encourage the use of indigenous vernacular languages in the early years of basic education. We will promote bi-lingualism at the senior secondary and tertiary levels.

Research and report on the cost-benefits of the vernacular pilots of 2003 – 2004, and implement agreed recommendations.

Support the work of the pre-schools and primary schools in developing and implementing the vernacular program.

Support the USP Centre, VIT, and the French agencies to offer assessments and training to assist senior students to demonstrate language proficiency to international levels.

Goal Eight: A major initiative to improve mathematics, science, technology, and computer literacy in our schools.

**Objectives:**

Introduce a policy to promote courses in maths, science, computer literacy, and technology as entitlements for every child. This should be mandatory in all levels of the education and training system.

Evaluate current mathematics, science, technology, and computer literacy curriculum, materials, and teaching in the context of international best practice. Assess participation rates and barriers, understanding of the importance of these subjects, and motivation to undertake these courses.

Develop and implement a strategy to improve participation in and quality of maths, science, computer literacy and technology courses.

Incorporate extra-curricular activities such as weekend classes, summer schools, science festivals, science and technology clubs and competitions. Special measures may be needed to encourage young girls and women and to gifted children.

Support VIT to strengthen maths training and re-introduce science, both generic and applied.

Adapt, improve, increase, and implement maths, science, computer literacy and technology training (pre-service and in-service) for teachers.

Issue standards specifications for equipment and laboratories for use in basic, secondary, and TVET education in these areas.

Encourage close working relationships between schools, TVET, industry and higher education.

Goal Nine: A major initiative to define and implement a strategy which utilizes the best features of distance learning, appropriate and sustainable in Vanuatu, to facilitate increased access to education and training.

Objectives:

### 9.1

Goal Ten: A major effort to strengthen the management of the Education and Training System, and to involve and support students, teachers, and Provincial Education Offices and Provincial Training Boards.

#### **Objectives:**

We will continuously improve the management of the education and training system, by aligning our resources to this vision, and providing fair and transparent decisions, procedures, and systems. We will progressively increase devolution of responsibilities to the provincial education and training boards, the education authorities, and the individual schools and institutions. Our system will be student-centred and demand-driven, rather than focused on the central bureaucracy.

These commitments will require us to address issues of transport, communication, delegations, accommodation, and to implement the spirit of the new Education Acts. We will steer, not row. The schools and institutes are primarily responsible for providing quality of education and training. Our job is to provide direction and assistance. Decentralisation of roles and accountability for use of resources will be the focus of the next five years.

Formula for funding based on international unit cost approach and additional funds to address disadvantage.

An effective Teaching Service Commission and teaching terms and conditions which increase productivity and reflect affordable and sustainable class sizes and teaching hours within international standards, whilst recruiting the best teachers and managers in open and transparent processes, and raising the status of the teaching profession and recognizing good teaching.

Providing training and development for our educational managers and leaders and assisting our Principals and PEOs to move from fighting fires to strategic leadership. We will embrace our custom of the “chief looks after the people” and we will provide training in good governance, leadership, and codes of conduct.

Introducing parent and student choice of school and course.

Improving completion rates and reducing waste such as drop-outs and failures.

Rationalising the large number of very small primary schools that are unable to deliver quality education within the funding formula.

Establishing a sustainable, useful, and user-friendly EMIS – Education Management Information System. Build on the school mapping data and make better use of these data systems to inform decisions.

Improving the library and internet and research facilities available to senior officers of the MOE and MYDT.

Republic of Vanuatu

**TVET Masterplan 2003 to 2010**

**Skills for a Self-Reliant, Productive, and Proud Vanuatu**

**November 2003**



## Preface

*Technical and vocational education, as an integral component of lifelong learning, has a crucial role to play as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and international citizenship. – Declaration from the Second International Congress on TVET, Korea, 1999.*

This TVET Masterplan has developed over several years of consultations, within the evolving framework of the Comprehensive Reform Program and the Prioritised Action Agenda. This plan is focused on contributing to Vanuatu's development objectives and the development of our people – our most important resource.

You will note the emphasis on TVET as a “demand-driven system”. Under this Masterplan, we are encouraging TVET providers to respond to the needs identified by communities, and through the REDI plans, the proposed National HRD Plan, and the Industry Advisory Committees. We need to help our people to develop productive skills and a work ethic. At the same time, we are encouraging providers to retain and strengthen their focus on “students first”.

The first broad framework was agreed at a National Forum in February/March 2001. During 2002, TVET plans were further elaborated as part of the Education For All country planning. The proposal to establish policy leadership with one Ministry was heeded, and in March 2003 the Council of Ministers approved the Youth Development and Training Policy Directions and established the Ministry of Youth Development and Training with responsibilities for TVET and the Vanuatu National Training Council.

With ongoing assistance from Vanuatu Institute of Technology, the ADB Skills Development Project, and the VIT Strengthening Project, a first draft TVET Masterplan was prepared in May 2003, and a National Workshop was held on 23<sup>rd</sup> July 2003. Following the workshop, and responding to the Government's new Prioritised Action Agenda, a second draft was prepared. Consultations occurred with VRDTCA and within the Ministry of Youth Development and Training and the Ministry of Education. A further National Workshop with representatives of all stakeholders was held on the 30<sup>th</sup> October 2003.

The TVET Masterplan should be viewed as an open and flexible document. It is not GOV's intention to impose uniformity or bureaucracy on providers. It is our intention to support and build the capacity of providers to better contribute to the development of Vanuatu at all levels. The TVET Masterplan is a guide to be adapted to our emerging needs, and should not be interpreted prescriptively or in ways that limit innovation, flexibility, and responsiveness.

We have listened to the feedback from stakeholders, especially the Provinces. They want action, not just talk and dusty plans. They have requested that we emphasise to Government the importance of increased funding for TVET, to enable the TVET sector to play its role in creating a better, more productive country. TVET is a major tool for building our nation.

Following the endorsement of this Masterplan, we will prepare a matrix listing all actions and potential funding sources, including the re-allocation of existing resources. Meetings will be scheduled with development partners to discuss a coordinated approach to the building of Vanuatu's TVET system. An implementation plan will be developed to guide and monitor action to bring this plan alive.

Thank you to the many stakeholders who contributed over the last four years to the development of this first TVET Masterplan.

Abel Nako  
Director-General Education Youth Development and Training.

## **Skills for a Self-Reliant, Productive, and Proud Vanuatu**

### **Development mission**

Through choice, improve the standard of living and attain individual, community, and national development goals.

The TVET system will provide maximum opportunities through formal, non-formal, and distance learning approaches, to acquire appropriate lifelong skills, knowledge, and values for all.

### **Vision**

A demand-driven, coordinated, cooperative, and continually improving TVET system.

A TVET system which provides lifelong and practical opportunities to develop skills and values for self-reliance and to participate in the building of the economy and a productive and well-governed nation.

### **Values and guiding principles**

Transparency, fairness, equity, and accountability

Respect for unique contribution of formal and non-formal providers

Focus on the needs of the individual, the village, and the nation

Cooperation and collaboration and wise use of limited resources

Leadership codes and ethics

Grounded in the best of ni-Vanuatu culture, traditional skills and resources, and languages

Promoting the best of world cultures.

### **Goals**

1. Strong and effective policy, coordination, recognition, and support for Vanuatu's TVET system.
2. Expanded range of practical, high quality, and relevant competency-based TVET courses to meet the development needs of the formal, informal, and non-formal economies, and to promote self-employment and self-reliance.
3. Expansion and strengthening of TVET training in the rural areas and to meet Provincial development needs.
4. A strong Vanuatu Institute of Technology and other formal TVET providers, with a longer-term vision of a single, sustainable, multi-purpose, multi-campus national institute.
5. Strong, community-responsive, non-formal TVET groups providing various learning opportunities and services for empowerment, community development, and improvement of quality of life.
6. An accessible and equitable TVET system.
7. Sustainable funding for the TVET system, both formal and non-formal.

## **The Benefits of the TVET System Outlined in this Masterplan**

The benefits of registration and accreditation with VNTC and of being part of the TVET System are:

- Formal recognition by GOV, via the Vanuatu National Training Council.
- Options to accredit existing courses under the Vanuatu Community Certificate and thereby to provide graduates with nationally recognised certificates.
- Opportunities for providers to develop their own courses for national accreditation leading to national certificates.
- More training for rural areas.
- Increased quality assurance.
- More qualified teachers.
- Training which is better aligned to Village, Provincial, and National needs.
- Pathways between schools, non-formal and formal TVET providers, and higher education.
- Access to curriculum and materials, and accredited teacher training.
- Access to information, ideas, and support, including specialist trainers
- Access to management training for TVET providers, formal and non-formal
- Options to work together on joint projects and major initiatives such as the improvement of communications, and access to information and computing technologies.
- Participation in a network of TVET providers with international links and resources.
- Better value to families and communities for their student fees.
- More likely to attract funding from GOV and development partners.
- Easier to avoid duplication and waste and to make better use of resources.
- Retention of provider autonomy and self-direction.
- Increased accountability for GOV and donor funds.
- Improved information about TVET for the public, providers, and GOV.
- A “home-grown” TVET system able to take its place with pride alongside the school and higher education sectors, and in regional and international arenas.

## *TVET Masterplan*

### **Goal One: Policy, coordination, recognition, and support**

<b>Objective</b>	<b>Actions, timelines, and responsibilities</b>
Consolidate the Ministry of Youth Development and Training as the core Ministry for setting policy directions and overseeing the development of TVET.	<p>Senior TVET officers in place by 2004.</p> <p>Implementation Plan for the TVET Masterplan to be prepared in 2004. New TVET roles, responsibilities, and structures to be clearly communicated to stakeholders.</p> <p>New or amended TVET legislation, regulations, and policies in place by end 2005.</p> <p>Funding arrangements progressively strengthened to achieve sustainable funding by 2008.</p> <p>TVET plans and policies regularly reviewed.</p> <p>Liaise across Government to contribute to and take a leadership role in the development of a HRD Plan for Vanuatu.</p>
Strengthen Vanuatu National Training Council (VNTC) and support coordination agencies to provide coordination, policy and funding advice, accreditation of courses, registration of providers, and monitoring and evaluation for the TVET system.	<p>VNTC membership reviewed and revitalized by September 2003. The independence of VNTC to be assured.</p> <p>VNTC Executive Officer and Office Manager in place by end 2003. Accreditation Officer to be recruited by 2005.</p> <p><i>AusAID</i> Technical Advisor to assist VNTC for 6 months 2003 – 2004.</p> <p>ADB Technical Advisor to assist VNTC for 1 month and to provide a study tour to PNG for Executive Officer, 2003 – 2004.</p> <p>Training to strengthen VNTC officers and council members.</p> <p>Guidelines for TVET Qualifications, Course Accreditation, Provider Registration and Quality Improvement approved by VNTC and in place by 2004 for full implementation by 2005. Provider registration to be actively promoted, identifying benefits for providers, students, and the nation, not compulsory.</p> <p>Training provided annually in the new guidelines for TVET providers, starting in 2004.</p>

	<p>Data base of courses and providers established and maintained. User-friendly information available across Vanuatu. Promotion of TVET and its benefits across Vanuatu.</p> <p>Provincial Training Boards in place by end 2003, formally recognized by VNTC in 2004, and progressively strengthened to assist TVET meets local and provincial development needs.</p> <p>The VNTC Consultative Committee established by end 2003 and meeting at least twice a year to ensure stakeholder involvement with the ongoing planning of the TVET system.</p> <p>Non-formal coordinating organizations such as VRDTCA, VANGO, and the NFE Taskforce strengthened.</p> <p>National Industry Advisory Committees recognized and supported for their contributions to establishing competency standards for the formal economy.</p> <p>Existing TVET legislation and regulations reviewed and changes recommended to MYDT by end 2004.</p> <p>A Benefit and Evaluation System for TVET to be in place by the end of 2004.</p> <p>Advice to be developed on:</p> <ul style="list-style-type: none"> <li>● Trade Testing and cooperation with the Department of Labour and the ILO.</li> <li>● Skills Olympics.</li> <li>● A TVET Management Information System (MIS), integrated where possible with the GoV's whole of Government MIS, EMIS, and VIT MIS.</li> </ul> <p>VNTC and PTBs to provide a role model in user-friendly systems and procedures and to work to avoid unnecessary bureaucracy and waste.</p> <p>Annual evaluations and reports on progress against this Masterplan to be prepared by VNTC. A midway report to be completed in 2007.</p> <p>A national TVET Award scheme to be established to annually recognize excellence amongst students, teachers, managers, volunteers, and courses and materials.</p>
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<p>Integrated approach with the Ministry of Education and the Education For All country plan.</p>	<p>Effective communication systems to be in place between MYDT, VNTEC, and MoE (including the education advisory bodies) for a cooperative approach to:</p> <ul style="list-style-type: none"> <li>• Refinement and implementation of the Education For All country plan.</li> <li>• Development of TVET in schools.</li> <li>• Improved pathways between schools, TVET, and higher education, and more opportunities for early school leavers.</li> <li>• A common Management Information System and information technology and communication systems.</li> <li>• Opportunities for a common approach to course accreditation.</li> <li>• Integrated policy development.</li> </ul>
<p>International TVET links.</p>	<p>Links with international TVET bodies strengthened to maximize value to Vanuatu's TVET system, eg</p> <ul style="list-style-type: none"> <li>• The Pacific TVET Association</li> <li>• Commonwealth of Learning TVET Distance Learning Network</li> <li>• UNEVOC Centres</li> <li>• Asian South Pacific Bureau of Adult Education</li> <li>• South Pacific Communities</li> <li>• PIANGO</li> <li>• Regional and international TVET providers.</li> </ul>
<p>A strengthened UNEVOC (TVET Resource) Centre.</p>	<p>The Vanuatu UNEVOC (TVET Resource) Centre to be progressively strengthened and expanded to better perform the established functions of:</p> <ul style="list-style-type: none"> <li>• developing and leading a national TVET network</li> <li>• Information flow within Vanuatu's TVET network and with the wider UNEVOC network</li> <li>• Research, publications, and databases</li> <li>• Professional development</li> <li>• Sharing resources.</li> </ul> <p>The Vanuatu UNEVOC Centre to be accommodated in the VIT Learning Resource Centre proposed to be built in 2004, and to be more widely available to TVET providers.</p>

**Goal Two: Practical, high quality, relevant, and competency-based courses.**

<p>Development, accreditation, and delivery of the Vanuatu Community Certificate (VCC) and the Vocational Foundation Certificate (VFC) as</p>	<p>Vanuatu Community Certificate to be developed by building on, adapting, and recognising existing curriculum and materials for piloting and accreditation in 2004. The VCC to provide open access and to comprise flexible modules in:</p> <ul style="list-style-type: none"> <li>• Functional literacy and numeracy</li> <li>• Personal development, lifeskills, health and hygiene</li> </ul>
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<p>recognized and respected alternative pathways for young people and adults.</p>	<ul style="list-style-type: none"> <li>• Basic technical and practical skills relevant to rural life.</li> <li>• Communications and study skills</li> <li>• Custom traditional skills</li> <li>• Community development</li> <li>• Basic entrepreneurial and income-generating skills</li> <li>• Environmentally sound, sustainable development</li> <li>• Disaster management.</li> </ul> <p>Vanuatu Vocational Foundation Certificate to be developed, piloted, and accredited in 2004. The VFC to comprise flexible modules which build on the VCC and prepare people for their own vocational projects, employment, or further study. VFC vocational modules will cover areas such as agriculture, rural tourism, sports, performing arts, information technology.</p> <p>The expansion of structured training in Sports and Recreation.</p> <p>The VCC to be available to be offered in every Province by registered non-formal providers.</p> <p>The VFC to be available to be offered in every Province by VIT Provincial Campuses and other registered providers.</p> <p>The VCC and VFC widely recognized and respected as providing pathways to further education and TVET, self-reliance, improved quality of life, and employment.</p>
<p>Increased demand-driven course options.</p>	<p>VNTC and PTBs to regularly summarise and disseminate training needs identified in GoV HRD and training plans, REDI plans, Industry Advisory Committee reports, surveys, and other sources.</p> <p>Providers to respond to demand for new courses from communities, provinces, and the formal and informal economies.</p> <p>VRDTCA and other NGO organizations to continue to promote responsiveness to community needs.</p>
<p>More higher level TVET Certificates and Diplomas.</p>	<p>Vanuatu Institute of Technology (VIT) Vila campus to move to post Year 12 entry in 2005 as required by MoE policies.</p> <p>VIT, in liaison with Industry Advisory Committees, to review existing course profiles and develop higher level TVET courses and present these for VNTC accreditation.</p>



	<p>VIT to explore new course areas to benefit the productive sector. In the first instance, VIT should explore the introduction of:</p> <ul style="list-style-type: none"> <li>● Information and Communication Technology</li> <li>● Management</li> <li>● Entrepreneurial and Small business Skills</li> <li>● Performing Arts</li> </ul> <p>Vanuatu Maritime College, School of Nursing, Police College, College of Agriculture, and other providers to be encouraged to meet VNTC requirements for higher level TVET course development and delivery.</p>
Expansion of literacy programs to improve the levels of literacy for young people and adults.	<p>VNTC to work with Literacy Providers (World Vision, RTCs, and other provider) to provide assistance in:</p> <ul style="list-style-type: none"> <li>● The development of a national Literacy Plan.</li> <li>● The expansion of literacy programs for adults and young people.</li> <li>● The conduct and assessment of the national Literacy Survey.</li> <li>● The formation of a Vanuatu Literacy Council or Association.</li> <li>● Links with Literacy projects in the Region and internationally.</li> </ul>
TVET in Schools.	<p>A working party to be established by 2004 to explore a coordinated approach to the introduction of accredited TVET courses in schools.</p> <p>Accredited TVET in Schools options to be progressively introduced from 2005.</p> <p>Role of secondary technical schools within the TVET system to be further explored by key stakeholders.</p>
Quality of delivery and a focus on students.	<p>VNTC, through its registration, accreditation, monitoring, and quality systems will work cooperatively with providers to improve the quality and standards of TVET courses. All TVET providers will be encouraged to “put students first” and to provide access and pathways to accredited training and recognized qualifications.</p>

### **Goal Three: Rural and provincial training**

Consolidate the VIT Department of Rural Development and VIT’s provincial services.	<p>Permanent Head of Department of Rural Development appointed in 2004.</p> <p>VIT’s Department of Rural Development to assist Provincial Campuses and VNTC and PTBs, and to work cooperatively with VRDTCA and other NGO organizations.</p>
Establish VIT	VIT, in liaison with PTBs, to establish a campus/ centers

Campuses/ centers in each Province.	<p>in each province to deliver the VFC, and to support NFE providers and PTBs. Two Provincial Campuses to be piloted in 2004. Every province to have a campus by 2007.</p> <p>VIT to establish communication networks with the Provincial campuses to facilitate communication and resource and data management.</p> <p>VIT Provincial Campuses will not duplicate the work of existing providers, formal and non-formal.</p>
VRDTCA and other NFE bodies to be strengthened.	<p>Members of VRDTCA to continue to strengthen their Association and to clarify and confirm the roles of the Association.</p> <p>Support and recognition to be given to Provincial groups of RTCs and other NFE providers.</p> <p>Support and recognition to be given to agencies which promote non-formal TVET, eg VNCW, World Vision.</p>
Expanded TVET provision in the Provinces.	<p>With GoV and ADB TVET pilot funding, provide short courses and train the trainer programs in each Province during 2003 –2004.</p> <p>VIT to explore the provision of a Provincial Equipment repair and training service to assist Provinces to make full use of and maintain their equipment.</p> <p>Proposals to be explored to provide tool and equipment boxes to support rural training.</p> <p>Establish an ongoing funding scheme to encourage the growth of TVET in rural areas and in each Province.</p>

**Goal Four: A Strengthened VIT and other formal TVET providers, working in the longer term towards a single, sustainable, multi-purpose, multi-campus Institute.**

Further strengthening of VIT.	<p>Support a further VIT Strengthening Project to commence by the start of 2005. The project to focus on:</p> <ul style="list-style-type: none"> <li>● Provincial campuses and expanded rural training.</li> <li>● The move to post year 12 courses.</li> <li>● Governance (VIT Council strengthening).</li> <li>● New course areas eg management, information technology, agriculture and horticulture, public service training, science, sports, language testing and training, performing arts.</li> <li>● Customised training for the productive sector.</li> <li>● A new Library and Learning Resource Centre, also</li> </ul>
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	<p>housing the UNEVOC (TVET Resource) Centre.</p> <ul style="list-style-type: none"> <li>• The TVET Teacher Development Centre.</li> <li>• The TVET Curriculum Development Centre.</li> <li>• A computer maintenance service for the MoE and MYDT.</li> </ul> <p>Promote cooperation with development partners to achieve VIT's balanced development as a bi-lingual Institute.</p> <p>GoV to introduce direct funding to VIT by the start of 2004.</p> <p>GoV to progressively provide additional funding for Provincial Campuses beginning in 2004.</p> <p>GoV to provide additional funding for the expansion of the TVET Teacher Development Unit and the TVET Curriculum Development Unit.</p> <p>GoV to amend the VIT Act and the TSC Act to enable VIT to directly employ its own teachers by the end of 2004. Improvements to TVET teacher terms and conditions and status to be pursued as part of the Teacher Regrading Strategy.</p> <p>GoV to review the VIT Act and regulations to ensure that VIT has sufficient autonomy to operate as Vanuatu's national TVET Institute.</p> <p>Adjacent land identified for VIT campus expansion to be transferred to VIT Council by 2004.</p>
Establish and recognize the College of Agriculture.	Liaise with the Department of Agriculture, VIT, and other stakeholders to develop an agreed plan for the development of the College of Agriculture as a major TVET provider.
Strengthen and recognize the College of Nursing.	Liaise with the Department of Health and other stakeholders to develop an agreed plan for the development of the College of Nursing as a major TVET provider.
Strengthen and recognize the Police College.	Liaise with stakeholders to develop an agreed plan for the development of the Police College as a major TVET provider.
Strengthen and recognize the Vanuatu Maritime College.	Liaise with the VMC Board and management and other stakeholders to encourage the VMC to register and accredit its courses with the VNTC as a major TVET provider.
A single, sustainable national institute.	Continue to explore with all stakeholders the merits and risks of a single formal TVET Institute as proposed in the

	Education Masterplan.
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**Goal Five: Strong non-formal TVET providers**

Strengthened collaboration between TVET providers.	VNTC and PTBs to organize regular Provincial and national workshops to discuss TVET plans, policies, training needs, and to encourage sharing and cooperative approaches.
A pool of accessible TVET curriculum and learning materials.	VNTC to work with VIT, Provincial Campuses, VRDTCA, and other providers to provide access for all registered TVET providers to curriculum and learning materials.  VIT and the Provincial Campuses to establish TVET Resource Centres to assist non formal providers.
Accredited train the trainer courses and specialist trainers.	VIT to train 150 community and rural trainers by mid 2004.  VNTC to accredit the Vanuatu Community Train the Trainer and Certificates in TVET Training by 2004.  VIT, VRDTCA, and other providers to ensure that train the trainer opportunities continue to be available and that a pool of traveling trainers is developed.
A strengthened association for non-formal TVET Providers.	RTCs and non-formal TVET providers to continue to strengthen the capacity of VRDTCA to support their development.  Strengthening and support for VANGO.
Accredited Management training available for non-formal TVET providers.	VIT, Provincial Campuses, and other providers to ensure that appropriate management and financial management training is available to support non-formal TVET providers.
Accredited Community Development training available for non-formal TVET providers.	USP, VIT, and other providers to develop/ adapt community development training courses for accreditation by VNTC and delivery by registered providers.
Greater recognition of the contribution of voluntary NFE workers.	VNTC to work with VANGO, VRDTCA, and other agencies to establish a system to recognize excellence in NFE volunteers.  NFE volunteers and workers to be given assisted access to formal training to further develop their skills.
Greater recognition and integration with the work of private TVET providers.	VNTC to encourage private providers, (eg VCCI, NEXT) to register and to engage in the development and provision of accredited courses.

Goal Six: Access and equity

<p>A percentage of GoV and donor funds targeted at special needs groups.</p>	<p>The general area of poverty alleviation, and girls and women, early school leavers, rurally isolated, and people with disabilities, will continue as priority special needs groups. Funding arrangements will provide incentives to increase courses for these groups. Other groups will be prioritized from time to time.</p>
<p>Open access to the Vanuatu Community Certificate.</p>	<p>The VCC to be open to people of all ages and background.</p> <p>The VCC to include strategies to recognize existing skills whether acquired through life, work, or education. These processes to be adapted from international models of Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC).</p>
<p>Access and equity, and human rights principles to be a requirement for all registered TVET providers.</p>	<p>VNTC to incorporate access and equity principles in provider registration, course accreditation, and funding procedures.</p> <p>VNTC to monitor and report on equity and access across the TVET system.</p> <p>The importance of the family and family values to be reinforced by TVET providers wherever possible.</p>
<p>Gender balance.</p>	<p>Gender equity to be apparent in the composition of the VNTC, PTBs, and other TVET bodies, and to be promoted in provider management committees.</p>
<p>Affordable fees and scholarship schemes for TVET.</p>	<p>VIT to continue its Equity Scholarship scheme.</p> <p>The Scholarship Office to identify specific places for TVET teachers and students, and to ensure strategic responses to the national HRD Plan.</p> <p>The private sector, including employers, to be approached to fund additional TVET scholarships.</p>
<p>More accessible TVET provision.</p>	<p>Support for non-formal providers that are owned and managed by special needs groups to be continued and expanded.</p> <p>Providers to consider evening and week-end courses, to open up access.</p> <p>The development of distance learning delivery modes and materials to be actively encouraged.</p> <p>VIT campuses to be strategically located to maximize access.</p>

	User-friendly information about TVET options to be widely disseminated and promoted.
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### Goal Seven: Sustainable Funding

An increased share of Education funding for TVET.	<p>MoE budget to be reviewed to achieve an increased share for TVET from the 0.7% allocation in 2003.</p> <p>A further VIT Strengthening Project to be actively pursued to commence by 2005, following an extension of Phase Two in 2004.</p> <p>An extension of the ADB Skills Development TA Grant actively pursued for 2004 – 2005.</p> <p>The EU-funded Tourism and Hospitality Training Centre project to be actively supported 2003 to 2006.</p>
Additional and new initiative funding secured for the TVET sector.	<p>The MoE and the MYDT to pursue additional funds to implement this TVET Masterplan through the new initiative and GIP processes.</p> <p>Links with existing micro-financing schemes to be explored.</p>
Enhanced financial management and accountability, and effective use of resources.	<p>MYDT, VNTC, and PTBs to give leadership to a culture which values responsible and accountable resource management.</p> <p>Finance management training to be provided to TVET providers.</p> <p>A rational funding model or formula to be developed to guide the allocation of GoV funds to formal and non-formal TVET providers.</p> <p>VNTC to establish effective financial monitoring and reporting systems to oversee GoV and donor funding. for TVET.</p> <p>PTBs and VIT to work with other stakeholders to ensure best use of existing resources when establishing Provincial campuses.</p>
Achieve sustainable and coordinated funding for non-formal TVET providers.	<p>Training Fund Schemes trialled and evaluated with GoV funds during 2003 – 2004.</p> <p>Training Fund Schemes trialled and evaluated with ADB funds in 2003 – 2004.</p>
Achieve sustainable and coordinated	<p>The Council of Ministers Working Party on a Training</p>

<p>funding for formal TVET providers.</p>	<p>Trust Fund to be actively supported to:</p> <ul style="list-style-type: none"> <li>• Conduct consultations and liaise with DESD and the Department of Finance and other stakeholders.</li> <li>• Conduct further research and feasibility studies into Training Trust Funds.</li> <li>• Prepare a discussion paper and recommendations by mid 2004.</li> </ul> <p>Sustainable TVET Funding Schemes in place by 2006.</p> <p>Annual negotiations with development partners to sustain a coordinated approach to TVET funding.</p>
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**GOVERNMENT OF THE REPUBLIC OF VANUATU**

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**MINISTRY OF EDUCATION  
CORPORATE PLAN 2004 TO 2006**

*Learning For Life: Education at the Crossroads*

**Department of Education  
Port Vila**

**Forward: Students First!**

**This Corporate Plan for 2004 to 2006 reflects a change of attitudes, structures, policies, and resource allocations that are closely aligned with the Government of Vanuatu's overall policy framework.**

**The Ministry of Education is committed to the improvement of four key areas of education; access, relevance, quality and management. In this Corporate Plan we are focusing on putting students first, at Central and Provincial level.**



**The Corporate Plan reiterates the importance of education to the social and economic development of Vanuatu, its importance to the self-reliance of rural and remote areas and the development of the productive sectors. The complexity of Education is foregrounded, from basic education, secondary education, technical vocational education and training, to higher education.**

**Within our objectives and budget processes we make better use of existing resources and invite the Government to ensure that there is a better match between national policy commitments and resource allocation. There is also a need for development partners to contribute more strategically to the long-term development of the Education System.**

**With a better match between policy and funding, we will achieve the primary purpose of the Government's commitment to education which is to raise the welfare of the general population by raising standards of service delivery particularly to the rural and outer regions, to provide basic education for all and to contribute to the productive sectors.**

**An effective education and training system will assist Vanuatu achieve the vision of the Government's Priorities and Action Agenda 2003 and help build a nation where peace, human rights, stability and security prevail and where the benefits of reform and development are equitably distributed.**

**The Corporate Plan takes into account:**

**The Comprehensive Reform Program, the Priorities and Action Agenda, and the Report of the Business Forum;  
The MOE Education Masterplan;  
Vanuatu's Education For All Country Plan;  
The recent Education Acts;  
Draft MOE Policy Directions and Policy Directions for Youth Development and Training, and the MYDT Corporate Plan;  
The Re-thinking Vanuatu Education Initiative.**

**This is a rolling three-year Corporate Plan, which replaces the Corporate Plan 2002 -2006 and the Corporate Plan 2003 – 2005. It will be revised annually to include the following year.**

**The 2004 – 2006 Corporate Plan provides the framework for the work of the Ministry and its Department, and a framework for ongoing dialogue across Government to work together to strengthen our Education System.**

**The Honourable Nicholas Brown  
Minister of Education**

**April 2004**

## **TABLE OF CONTENTS**

### **Introduction**

#### **Mission Statement for the Ministry of Education**

#### **Development Mission**

#### **Vision**

#### **Values and Guiding Principles**

#### **Summary of key areas**

#### **Summary of key issues and challenges**

### **A Quality Framework**

### **Basic Education**

### **Junior and Senior Secondary Education**

### **Technical Vocational Education and Training**

### **Higher Education**

### **Curriculum Development, Examinations and Assessments**

### **Teacher Training and Development**

### **Management, Administration and Support Services**

## **1. Introduction**

**The Ministry of Education is mandated to provide one of the fundamental human rights – education for all. Education is the pre-eminent tool for achieving increased economic prosperity and social welfare and stability.**

**Basic education provides the literacy, numeracy, cultural and life skills that form the basis of good citizenship and enable people to participate positively in society. Secondary education provides opportunities for further study, employment, entrepreneurship, and an increased capacity to contribute to economic and social development. Technical Vocational Education and Training (TVET) provides a second chance for early school leavers and a special focus on skills development for employment, promotion, business development, and further study. Higher education provides foundation, degree, and post-graduate opportunities for professional careers. All education sectors are important in their own right and contribute to the development of the nation's future leaders.**

**The Government's Comprehensive Reform Program recognises education as a basic service and a pre-condition to development, both social and economic. The development of Vanuatu's human resources is considered as the nation's highest priority. In the words of the Prime Minister, *let's put people first*. The vision of the Government's Priorities and Action Agenda 2003 is to build Vanuatu as a nation where peace, stability and security prevail and where the benefits of reform and development are equitably distributed. The primary purpose of the Government's commitment to education is to raise the welfare of the general population by raising standards of service delivery particularly to the rural and outer regions, to provide basic education for all, and to generally improve access to education to increase entrepreneurial and employment opportunities and to contribute to the productive sectors.**

**The Government has charged the Ministry of Education with a substantial and important agenda. In particular the Government has requested the Ministry to re-think its plans in order to:**

**Better align its plans and policies with the Government's overall policy framework, to improve the management of its resources within these policies and plans, and to re-think its action plans.**

**Review its structures, implement the new Education, VIT, and VITE Acts, to reduce and decentralise the bureaucracy, and to increase the focus on students and learning. Provincial Education Boards are to be fully recognised to improve their service and financial health and their capacity to generate funds and support poor communities.**

**Improve its management and strategic use of information through EDMIS and link with other databases to track population and labour market trends and REDI plans so that education and training plans are better aligned.**

**Strengthen basic education and expand to Year 8. Work towards Vanuatu's *Education For All Plan*. Improve access for all and improve standards of literacy. Provide more relevant curriculum to match socio-economic needs, local, provincial, and national.**

**Improve and develop teacher training and review teacher terms and conditions and the operations of the Teaching Service Commission to achieve improved productivity and quality, and a better and fair valuing of teachers.**

**Strengthen secondary education striving for international standards, improve access to pre tertiary courses, and introduce a single examination at the end of Year 13. We would add to this the need for a major campaign to lift maths and science teaching at all levels.**

**Raise the profile of and expand Technical Vocational Education and Training (TVET) working with the Vanuatu Institute of Technology as a lead agency and cooperating with the Ministry of Youth Development and Training. New course areas are to be introduced in areas such as Information Technology, Horticulture, Plumbing, Arts and Craft, Management, Food Technology.**

**Establish a VIT Campus in each province and introduce a bridging/ safety net program (the Vanuatu Community Certificate) and the current Year 11 and 12 courses (the Vocational Foundation Certificate) into the provinces.**

**Support VIT to be further strengthened to develop and deliver higher-level vocational certificates and diplomas (year 1 & 2) TVET options to meet the needs of the formal economy. Links with the Department of Labour and others will be strengthened to make best use of resources for industry training, and to strengthen the Trade Testing Scheme.**

**Cooperate with the MYDT to support NGOs to offer safety net programs including the Vanuatu Community Certificate for school dropouts and other people in the community in need of a second chance.**

**Take a lead agency role in the development of a National Human Resource Development Plan for Vanuatu as a framework to link education, training, and the national scholarship program to the productive sectors and the REDI plans. Review and revise Distance education and Pre school education in regard to communication in the vernacular.**

**Take a lead agency role in achieving bilingualism throughout the formal education system**

**The Ministry of Education supports the Government and the Business Forum's vision for a private-sector-led economic recovery and economic self-reliance. Education and TVET curriculum will be progressively reviewed to take into account the views of key industry advisory committees.**

## **Policy Issues**

**The Corporate plan identifies some policy tensions and issues. The MOE will work with the Government's policy development processes to address these areas within the Government's broader policy framework. These issues are:**

**The GoV policy is to provide national access to basic education up to year 8, working towards ten years of education, including two years of Pre School, over**

**the next decade. However, current level of funding does not allow schools to provide basic education without a top-up from parents. Government has decided to remove fee subsidies but also to better control the maximum fee level and how schools spend these fees. More work is needed to confirm these policies.**

**GoV intentions regarding affirmative action and additional support for schools in disadvantaged areas needs to be clarified and resourced in a transparent way. The GoV's commitment to funding non-government schools may need to be re-visited.**

**The GoV's national Human Resource Development commitments as outlined through the CRP and the PAA need to be funded and coordinated if the future resource needs of the nation are to be met.**

**This corporate plan is the MOE's blueprint for addressing these issues.**

## **2. The Corporate Mission Statement for the Ministry of Education**

### **Development mission**

**The Ministry of Education, in partnership with stakeholders, provides education that is well managed, relevant, and of good quality to ensure that all the people of Vanuatu participate fully in the nation's social, cultural, and economic development.**

**The primary purpose of the Government's education policy is to create a system, which provides good conditions for knowledge, skills, and values development, with the view of enhancing a harmonious and peaceful society, conducive to the promotion of a sustainable way of life in Vanuatu. The core element of the Government's primary policy objective of restructuring and developing the economy is raising the access and standards of education and training throughout the system. Education shall be fundamentally grounded in Ni-Vanuatu culture and belief.**

### **Vision**

Vanuatu Education provides nurturing for good citizenship.

L'enseignement de Vanuatu; eduquer pour la bonne citoyennete.

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

The Republic of Vanuatu, proud of its unique identity, is committed to endow the best education for its children. With an education system that is relevant and adaptable. Vanuatu aims at providing growth ground for good citizenship.

The system is student-centred and takes into consideration the uniqueness of each child.

It is characterized by shared responsibility between the education authorities, communities, and parents, who all have an important role in securing good education of Vanuatu children.

The system shall be accommodating by nature, securing a choice of channels to every citizen for self-realisation.

### **Aims of Education**

**The priority aim of the education system is the empowerment of children and young people so that they become self-reliant in mastering their own life and career as individuals and as members of their community and the society.**

**Education aims to:**

**Raise children's initiative and inquisitiveness;  
Support analytical and creative thinking;**

**Raise the spirit of entrepreneurship and positive competitiveness;  
Maintain in the children community spirit and sense of togetherness;  
Strengthen cultural consciousness;  
Enable every child to obtain a good level of literacy and numeracy;  
Encourage every individual, besides knowing his/ her mother tongue, to become bi-lingual in English and French.  
Increase the employability of graduates.  
Value and preserve the linguistic and cultural heritage, identity and diversity of Vanuatu**

### **Values and guiding principles**

**Focus on the needs of the individual, the village, and the nation.  
Transparency, fairness and equity.  
Respect for the unique contribution of young people and a diverse range of providers.  
Teamwork, cooperation, and collaboration.  
Prudent use of limited resources.  
Leadership codes and ethics. Professionalism and accountability.  
Grounded in the best of ni-Vanuatu culture, traditional skills and resources, and languages.  
Promoting the best of world cultures.**

### **Summary of Key Areas Covered by the MOE and this Corporate Plan**

The MOE will continue to review its structure to make best use of resources including those in the community, to reduce unnecessary bureaucracy, and to devolve increased responsibilities to the provinces. The key areas of the system cover:

#### *Delivery:*

Basic education from two years pre-school and basic education Years 1 to 8.  
Secondary education from junior secondary Years 9 to 10, senior secondary Years 11 to 12, and pre-tertiary education and DAEU.  
Technical Vocational Education and Training (TVET) providing a second chance for basic education to school drop-outs through the Vanuatu Community Certificate, and Year 11 and 12 alternatives through the Vocational Foundation Certificate, and higher level certificates and diplomas to meet the needs of the formal economy and as an alternative pathway to higher education.  
Higher education through the University of the South Pacific and specifically its centres and sub-centres in Vanuatu and through the Pacific region with the cooperation of the UNC and the AUF.

#### *Support:*

Curriculum and materials development for schools through the Curriculum Development Centre.  
Teacher training pre-service and in-service for school teachers through Vanuatu Institute of Teacher Education.  
Support for national examinations for schools through the Examinations Centre.  
Curriculum and materials development and teacher training for TVET through the Vanuatu Institute of Education.



Review of models to develop and support sustainable distance learning options.  
Coordination of the Scholarship scheme for higher education, aligned to the emerging National HRD Plan.  
Harmonization of the Anglophone and Francophone streams.

*Management and Administration:*

Overall leadership, coordination, and relationships with the MYDT, donors, and stakeholders through the Office of the Director - General.

An up-to-date and useful database and policy and planning services through the Office of Policy and Planning.

Central employment of teachers through the Teaching Services Commission.

Financial and facilities resource management through the Office of Finance and Administration.

Support and strengthening for the Provincial Education Offices and through them for the schools.

Support and liaison with the education authorities and peak councils, committees and agencies.

Re arrangement of primary and secondary education.

Monitoring of schools through the Inspectors' Unit.

The Plan also supports the intention of Government that there should be no discrimination on the basis of gender anywhere in the operation or management of government services or government funds. Girls, people with disabilities, and socially and economically disadvantaged groups will be positively encouraged to take part in all education activities.

**Summary of Key issues and Challenges to be addressed in the Corporate Plan**

During the period of this Corporate Plan, the Department must address:

The structure of the MoE and its Department to reduce bureaucracy, devolve to the provinces, authorities, and schools, and focus on students.

Funding allocations and best use of existing resources, aligned to policy directions.

Reviewing all budget allocations within the Ministry, systematically addressing inefficiencies, and improving systems and procedures at national and provincial levels.

Quality of service delivery. Improved procedures.

Ongoing strengthening of policies and plans.

Contributing to the development of Vanuatu's first National HRD Plan.

Improving the quality of the basic education sector and agreeing on models for how basic education will be expanded to Year 8 level.

Moving the focus to in-service teacher training to improve the relevance and quality of teaching, whilst managing in-service training in line with demand.

Increasing the relevance of curriculum and the availability of relevant learning materials.

Strengthening the TVET sector and introducing new and higher level programs to meet the needs of the formal economy.

Taking TVET programs to Year 12 to the Provinces by establishing VIT campuses.

Reviewing and re-shaping the VITE.

## **Summary of Key Objectives for 2004 to 2006**

Establishment of new MOE structure with strengthened capacity, policies, systems, database, and advisory committees.

Establishment of an effective National HRD Plan, as a national project operating under the Office of the Prime Minister.

Increased participation of young people in schools and more positive opportunities and outcomes for young people and rural communities.

Expanded Technical Vocational Education and Training opportunities.

Positive and cooperative relationships with the MYDT.

A new approach to funding education with resources better aligned and more accountable to policy directions.

Review and strengthen through a major national initiative the teaching of maths and science at basic, secondary, and TVET levels to enable our students to compete in employment and further education.

### **3. Quality Framework**

The Ministry of Education's move to a new Vision, Masterplan and Corporate Plan will consider international research and models to begin the process of defining a quality education system, which fits the needs of Vanuatu.

The 2004 – 2006 Corporate Plan will consider the characteristics of a quality school:

Teaching methodologies

Well-trained and motivated teachers

Appropriate and well-designed curriculum

A valid and reliable examination system

Adequate financing

Effective organisational structure and support

And the dimensions of effective schooling:

Leadership

Efficacy

Efficiency

International research on the effects of educational policies and management on the quality of education service delivery will impact on:

School expenditure per student.

Class size.

School size.

School library

Instructional materials

Workshops and laboratories.

Pre-service teacher education.

In-service teacher education.

As well, international indicators of effective management of an Education System will provide the Ministry with a framework of quality at a Ministry level, Provincial and Community level, and at the local school level.

Through this Corporate Plan the Department of Education will improve education quality and place it on the national agenda and in implementing the objectives outlined, the Department will provide the basis for quality program and service provision to all students in Vanuatu.

#### **4. Basic Education**

Basic education comprises school years 1 – 8. Its general objective is to provide children with the basic skills needed in life and for further education. Every child, who has reached the age of 6 years, has the right to complete 8 years of basic school.

The first stage of basic education, from year 1 to year 6, aims mainly at providing children with good basic literacy and numeracy skills in the language of instruction and in a vernacular language as well as understanding of their natural environment and the society, in which they live. It develops the key competencies, which the children need to be able to act independently in their social groups and natural surroundings.

The second stage, years 7 and 8, aims for full implementation of basic skills and providing a foundation for lifelong learning. It is more clearly divided into subjects, which may have specialised subject teachers, though the study programme should form an integrated whole. It may include in some subjects internal differentiation in the length and depth of studies.

#### **Objectives**

##### **Objective One:**

Achieve the expansion of basic education to Year 8 and access for all young children, and work towards the longer-term EFA target of expanding basic education to Year 10.

##### **Strategies:**

The MOE to publish and promote with each PEO by September 2004 an agreed action plan to develop basic education places to Year 8 for all young children in the Province.

The MOE to develop a campaign to educate parents, and especially those in rural areas, on the benefits of education for their children

Prepare a policy and public campaign paper for the Council of Ministers to consider a national access to basic education policy.

Complete the pilots and the revision of the Vanuatu Community Certificate level 1 (VCC) as an alternative basic education pathway. Include data on enrolments and completions in the VCC in MoE reports.

Provide annual report on drop out rates from basic education and strategies to improve retention rates.

A standard set of resources to be made available to all basic education schools and centres by February 2005. This to be improved on an annual basis.  
Improve access to basic education for marginalised and equity groups

**Performance Indicators:**

Provincial basic education Action plans completed by September 2004 and submitted to Council of Ministers.

Parental education campaign developed and commenced by December 2004 to include all provinces (including awareness on the importance of pre-school)

Council of Ministers approves a policy to make basic education universal by 2006.

Vanuatu Community Certificate level 1 available as an alternative basic education pathway in every province by the end of 2006.

Each Province to have basic education places to Year 8 for all children by 2006.

Resources completed by December 2005 and distributed to all provinces.

Net enrolment rates for girls approach 100% by 2010.

**Objective Two:**

Work towards the provision of free access to basic education, initially to Year 8 level.

**Strategies:**

MoE to identify and implement cost-savings and improved efficiencies in basic education utilising international indicators and strategies, eg minimum school sizes and class sizes, multi-grade teaching.

Introduce a transparent formula for funding basic education.

Develop a research plan for the removal of school fees, commencing with pre-school and years 1 and 2.

**Performance Indicators:**

Reports submitted in June and December 2004 and June 2005. New instructions to PEOs and schools re efficiency standards and funding formula.

MOE Plan for the phased removal of school fees for basic education endorsed by the Council of Ministers and worked through the budget processes. Removal of fees for pre-school and Years 1-2 to be achieved by end 2006.

- Produce a research paper on the means available in the coming years to suit the international standard set by EFA and Unesco by 2005

**Objective Three:**

Improve the relevance and quality of basic education.

**Strategies:**

Develop and implement a five-year campaign to improve literacy and numeracy in basic education for both the francophone and Anglophone streams.

Develop improvements of school environment and teacher's attitude within the classroom.

Introduce a project to adapt distance-learning strategies for Vanuatu for basic education including the use of vernacular language.

**Performance Indicators:**

Annual plans and reports documenting literacy and numeracy targets and achievements against targets.

Implement all through Vanuatu, positive experiences from the Child Friendly School Program (TAFEA) and approve any recommendations for further action.

Proposal for Distance Education project for basic education submitted to Director General end 2004.

**Objective Four:**

Improve the quality of and accessibility to pre school education for all young children

**Strategies:**

Develop and facilitate the introduction of literacy and numeracy in pre schools

Evaluate the quality of pre school education and develop recommendations for targeted quality improvement.

Create strong and administrative links between pre-schools and primary schools in order to facilitate and develop partnerships.

**Performance Indicators:**

Literacy and numeracy initiation implemented in all provinces by end 2005

Completion of evaluation with recommendations on quality improvements in Pre-School Education by end 2005 and submitted to Director General.

Implementation of a national network through zone advisers to liaise between pre-schools and primary schools by 2005

**Objective Five:**

Promote and improve the quality of Vanuatu's vernacular program for pre and basic education

**Strategies:**

Review, develop and implement a vernacular education program throughout Vanuatu. Support the work of the pre schools in developing and implementing the vernacular program.

Assist teachers develop appropriate vernacular language materials.

Train teachers to use Pre – Primers.

Expand year 1 vernacular to all primary schools (within the 22 language groups) using materials, which have already been produced.

Develop vernacular as a medium of instruction from years 2 to 8 in social science.

Allocate specific funds for the vernacular program.

**Performance Indicators:**

Status of vernacular established throughout Vanuatu by end 2006.

Increased use of vernacular in pre schools by end 2005.

The number of classes using vernacular to expand from 14 schools to all schools by end 2006.

Organize at least one workshop every year for teachers to use Pre-Primers.

Develop one manual to explain the use of vernacular languages in basic education, in social science.

Prepare GIP for 2005 – 2007 in regard to the development and implementation of the vernacular program.

## **5. Junior and Senior Secondary Education**

Currently senior education in Vanuatu is in a state of redevelopment as the basic education component to schooling is revised and expanded up to year 8.

Secondary education covers Years 9 to 10 and following an examination in year 10 students generally progress to years 12 and 13. It is a long-term vision of the Department of Education to provide a seamless transition for students enabling them to go from year 9 to year 11.

As well, the harmonisation of the Anglophone and Francophone streams will be a special challenge for the secondary school sector.

### **Objectives**

#### **Objective One:**

Expand the number of and access to secondary school education places in each Province in proportion to the number of young people.

#### **Strategies:**

Evaluate teaching productivity and make recommendations concerning class sizes, subject loads and content areas

Provide annual reports identifying reasons for dropouts and strategies to improve retention rates.

Upgrade one secondary school in each province to a provincial college.

VITE and MOE to develop a plan covering projected needs for senior secondary teachers and how this will be addressed.

Improve distance education opportunities for students in the secondary school sector.

#### **Performance Indicators:**

Completion of recommendations forwarded to the Director General by end 2004.

Reports providing solutions for the secondary school dropouts and reduced dropout numbers are recorded by 2006.

The end of 2006 will increase the number of Year 11 to Year 14 places. Specific targets will be set for each province during 2004.

Distance education framework/plan formulated for secondary sector and presented to the Director General by end 2004.

#### **Objective Two:**

Improve the relevance and quality of secondary education.

#### **Strategies:**

Strengthen maths and science at secondary levels.

Develop, adapt, pilot, and refine secondary education curriculum and expand the range of teaching and learning materials to support secondary education.

Develop and progressively implement a schools computer literacy program.

Liaise with Industry Advisory Sectors and key industry bodies to identify new subjects which should be included in the secondary curriculum and which assist students to contribute to the productive sectors.

Develop a “Job Club” curriculum for Year 10 to 12 students to increase their employability and develop skills in job applications, interviews, presentation, customer service, computer literacy, and communication.

Assess impact and effectiveness of subject advisors and mentoring principles.

Provide ‘career guidance’ for students achieving school milestones such as year 8 and year 13.

**Performance Indicators:**

Action Plan and submissions to progressively assist all secondary schools to provide computer literacy and computer access to teachers and students.

Secondary “Job Club” piloted in at least one school in each Province by 2006.

Career guidance provided on an ongoing basis in all government schools by end 2006.

**Objective Three:**

Improve the efficiency of secondary education and resolve policy and community concerns re school fees.

**Strategies:**

Identify and implement cost-savings and improved efficiencies in secondary education utilising international indicators and strategies, eg minimum school sizes and class sizes, teaching hours.

Introduce a transparent formula for funding secondary education.

Develop procedures and monitoring system within which secondary school fees can be charged and expended.

**Performance Indicators:**

Reports submitted to the Director General in June and December 2004 and June 2005.

New instructions to PEOs and schools re efficiency standards and funding formula.

MOE Procedures for the charging and monitoring of secondary school fees in place by end 2004. All schools complying from 2005.

**Objective Four:**

Achieve harmonisation of the two streams of education, the Anglophone and Francophone

**Strategies:**

Establish a national Francophone senior program for years 11 – 13.

Provide an accredited and recognised examination.

Examine other bi-lingual education systems and identify strategies, applicable to Vanuatu.

**Performance Indicators:**

National Francophone senior program for years 11 – 13 established 2005.

Accredited and recognised examination completed by end 2005.

Project examining other bi lingual education systems commenced 2004.

## **6. Technical Vocational Education and Training (TVET): Skills for a Self-Reliant, Productive, and Proud Vanuatu**

Technical Vocational Education and Training (TVET) is the international term used to describe practical skills training, offered by both formal Government institutions and non-formal, non-Government organisations. TVET is a separate sector to the academic or schools system. It provides practical living skills to enhance quality of life in the community. It also provides the skills required to generate income and to work in the formal and the informal economy. TVET provides a second chance basic education to school dropouts through the Vanuatu Community Certificate, and Year 11 and 12 alternatives through the Vocational Foundation Certificate, and higher level certificates and diplomas to meet the needs of the formal economy and as an alternative pathway to higher education.

The Ministry of Education is responsible for formal TVET providers, notably Vanuatu Institute of Technology and the Technical Junior Secondary Colleges. The MYDT is responsible for the development and quality standards of the TVET sector as a whole working through the Vanuatu National Training Council. MYDT supports the NGO TVET providers, and promotes cooperation between all providers. As a consequence, there is some overlap with the MYDT corporate plan in this section.

### **Objectives**

#### **Objective One:**

Strong and effective policy coordination, recognition, and support for Vanuatu's national TVET system.

#### **Strategies:**

New structure for MOE approved and in place by mid 2004.

Implement the MOE policy directions and the MYDT policy directions and TVET Masterplan as they relate to the formal TVET sector.

Close and cooperative working relationships with the MYDT and the Vanuatu National Training Council.

Continue to liaise with the MYDT in key areas such as the EFA Plan, TVET in Schools, roles of Provincial officers, and working relationships between Provincial Education Offices and Provincial Training Boards.

A common management information system to allow the more effective management of information, education and TVET policy and planning, and resource allocation.

Liaise with the Australian and French Design Teams during 2004 to achieve further strengthening support for Vanuatu Institute of Education, in-service teacher education, MOE, MYDT, VNTC, from Australia and France under the VIT/TVET Strengthening Project Proposal 2005 to 2010.

Support VIT Principal as Vanuatu's representative on international TVET activities including as an Executive Member of the Pacific TVET Association (PATVET) and the Commonwealth of Learning Regional Distance Learning Initiative.

Pursue and support funding for at least one Pacific TVET regional project.

Support VIT in strengthening and promoting Vanuatu's UNEVOC Centre.

Complete the pilots and revision of the Vanuatu Community Certificate as an alternative basic education and secondary education pathway. Include data on



enrolments and completions in the Vanuatu Community Certificate in the MOE reports.

Introduce the Vocational Foundation Certificate in each Province using VIT Provincial Campuses, schools, and other registered providers.

**Performance Indicators:**

New MOE structure and position descriptions approved by PSC. Positions advertised and recruited. New staff inducted.

Effective cooperation with the MYDT at National and Provincial levels.

Vanuatu's UNEVOC Centre more accessible and visible.

The Vanuatu Community Certificate available as an alternative basic education and secondary education pathway in every Province by the end of 2006.

The Vanuatu Foundation Certificate will be offered in every Province by 2006.

**Objective Two:**

Expanded range of practical, high quality, and relevant competency-based TVET courses to meet the development needs of the formal, informal, and non-formal economies, and to promote self-employment and self-reliance.

**Strategies:**

Support and promote the Vanuatu Community Certificate (VCC) as an alternative TVET pathway for people who have missed out on a complete basic education.

Support and promote the introduction of the Vocational Foundation Certificate (VFC) to replace VIT's current Year 11 and 12 courses and to be offered in Provincial areas.

Support the development of Post Year 12 (years 13 and 14) and new course areas at VIT in Port Vila to meet the needs of the formal economy.

Encourage the expansion of literacy programs across Vanuatu.

Work with the MoE to strengthen TVET and technology options in schools.

Formally recognize and promote VIT's Curriculum Development Unit (CDU) as a center of excellence for TVET curriculum.

Develop appropriate exams for the TVET system, which will qualify students for the job market

Performance Indicators:

The VCC piloted in two Provinces in 2004 and extended to other Provinces in 2005.

The VFC accredited by end 2004 and piloted in at least two Provinces in 2005.

VIT Vila courses developed to Post Year 12 options and approved by Industry Advisory Committees, by end 2005.

New courses developed to reflect the need of the formal economy and the National HRD Plan.

**Objective Three:**

Expansion and strengthening of TVET training in the rural areas to meet Provincial development needs.

**Strategies:**

Support the establishment of VIT Provincial Campuses.

Review and strengthen the involvement of Provincial Education Officers in rural training.

Expand TVET Provision in rural areas.

Support and strengthen the VNTC.  
MYDT restructure and Corporate Plan completed.  
Support NGOs with rural training activities.

**Performance Indicators:**

Two VIT campuses to be established in 2004. A further two campuses to be established in 2005.  
At least three VIT short courses to be conducted in rural and remote areas in 2004, increasing to regular courses in each Province by 2006.  
VNTC supported through AusAID/France TVET strengthening project.  
MYDT structure and Corporate Plan approved by mid 2004.  
Identified NGOs complete Train the Trainer courses and incorporate the VCC as part of their delivery to RTCs by end 2005.

**Objective Four:**

A strong Vanuatu Institute of Technology and other formal TVET providers, with a longer-term vision of a single, sustainable, multi-purpose, multi-campus national institute.

**Strategies:**

Continue to establish VIT as Vanuatu's leading TVET Institution:  
Arrange direct funding for VIT;  
Arrange direct employment of its teachers by VIT;  
Undertake a review of funding to provide a rational model for VIT funding consistent with GoV priorities for training;  
Arrange transfer of existing and adjacent land to VIT Council.  
Formally recognize and promote VIT's Teacher Development Unit as a center of excellence for TVET teacher training. Ensure that the TDU trains additional TVET teachers.  
Conduct a study for a Polytechnic model by end 2005.  
Support and oversee the further strengthening of VIT as Vanuatu's National TVET Institute and a growing force in the Pacific Region. Contribute to the May 2004 French and Australian design visits for the VIT/TVET Strengthening Project 2005 - 2010.  
Support the development of the EU-funded Tourism and Hospitality Training Centre at VIT.  
Liaise with the Ministry of Agriculture, Forestry and Fisheries (MAFF) re planning for the College of Agriculture.  
Support and oversee the development of the Vanuatu Maritime College (VMC) as a National and Regional resource.  
Liaise with VNTC to encourage the establishment of overseas and commercial TVET providers in Vanuatu and their compliance with the VNTC Act to provide quality training within financial guidelines to protect students.

**Performance indicators:**

VIT Act amended to allow direct employment of its teachers by end 2004.  
Improved funding arrangements for VIT in place during 2004, to enable direct funding and GoV and VIT Council to strategically prioritise how funds are allocated.

Adjacent land allocated or transferred to VIT by early 2004 to enable design of new Tourism Training Centre and longer-term growth.  
Agreement reached with Australia and France for the funding of a balanced approach to the further development of VIT and the TVET system for 2005 to 2010.  
The EU-funded National Tourism and Hospitality Training Centre to be constructed and equipped at VIT ready for commencement of first activities at the start of 2006.  
Agreement reached with MAFF to achieve within available resources the proper funding and management of the College of Agriculture as a sustainable, quality provider operating under TVET policies and quality standards.  
Regular attendance at VMC Board meetings.  
VNTC reports of registered providers and management of complaints, and non-compliance.

## **7. Higher Education**

Higher education in Vanuatu is a growing sector and is facilitated through the provision of scholarships, the Vanuatu Institute of Teacher Education, the University of the South Pacific and the Vanuatu Institute of Technology.

Pre tertiary courses provide an alternative pathway to senior secondary education and assist students go onto tertiary studies. Pre tertiary includes Foundation studies and the DAEU. Tertiary education is defined as post year 12 / 13 studies and the main facilitator of tertiary education in Vanuatu is the University of the South Pacific, Emalus campus.

An important initiative within this Corporate Plan is the harmonisation of the Anglophone and Francophone streams of education, which will be emphasised within this section.

### **Objectives**

#### **Objective One:**

Improve access to and quality of pre tertiary education

#### **Strategies:**

Develop and implement a national pre – tertiary curriculum and assessment system focused at ensuring that graduates are able to meet international entry requirements into degrees and diploma programs in universities and colleges.

Develop and implement the DAEU at the USP campus in Port Vila.

Harmonise the year 13 pre tertiary for the Anglophone system.

Provide associate degree/diploma options for students through VIT, USP and the MoE Scholarships unit.

#### **Performance Indicators:**

Increased national and international acceptance of Vanuatu pre tertiary certificates and graduates, including entry into international universities and colleges and improved employability.

National pre tertiary curriculum and assessment completed by end 2006.

DAEU completed by end 2005.

Complete harmonisation of streams by end 2005.  
Increase in number of graduate students.  
Pathways for associate degrees/diplomas established by end 2006.

**Objective Two:**

Increase access to tertiary education for ni Vanuatu students

**Strategies:**

**Increase collaboration with tertiary institutions in the region**

USP to become a member of AUF universities  
Coordinate the Scholarship scheme for higher education, aligned to the emerging National HRD Plan.  
Increase the scholarship potential for students in further study

**Performance Indicators:**

USP to become a member of the AUF by end of 2006  
DAEU to be transferred to USP by end 2005

**Objective Three:**

Increase educational opportunities for all students through distance education

**Strategies:**

Improve and develop USP and AUF distance learning modules.  
Review models to develop and support sustainable distance learning options.  
Introduce a project to adapt distance learning strategies for Vanuatu for pre tertiary and tertiary students

**Performance Indicators:**

Increase in the number of students attending distance education  
Increase in the number of students completing distance education  
GIP proposal submitted by mid 2005

## **8. Curriculum Development, Examinations and Assessments**

**Definition**

The National Education Commission is responsible for ensuring that curriculum assists in the development of skills and enhances the development of the Republic of Vanuatu's citizens.

Development of curriculum for Vanuatu ensures that it is fundamentally grounded in Ni – Vanuatu culture and belief while raising the standards of education and training throughout the education system.

Within the timeframe of this Corporate Plan, curriculum for basic, secondary and technical and vocational education and training will have undergone extensive review and development.

**Objective One:**

Appropriate and relevant curriculum to meet the needs of the students of Vanuatu

**Strategies:**

Coordination of and liaison between the various areas within the DoE, which develop, adapt, revise and review curriculum at all levels.

Obtain a bilingual curriculum expert to work with the Ministry of Education at the VIOE on a long-term basis.

Recruit a local Francophone curriculum co-ordinator.

Develop, adapt, pilot, and refine basic education curriculum and expand the range of teaching and learning materials to support basic education.

Review curriculum for years 1 – 10 with an emphasis on year 7/8 in 2004

Develop TVET (technology) in Schools curriculum as options for schools and secondary students.

Review and adapt the social sciences curriculum and material relevant to regional realities.

Review role of zone curriculum advisors.

Develop a national curriculum for vernacular languages in schools.

Develop a computer literacy program.

**Performance Indicators:**

Director General to form a committee of basic, secondary, tertiary and technical and vocational education curriculum developers by 2004.

GIP proposal for curriculum expert to be completed by end May 2004.

Francophone curriculum co-ordinator recruited end 2004.

Full curriculum for basic education of year 7 to be in place by the end 2004 and year 8 by June 2005 and year 9 by February 2006.

Completion of curriculum review of year 7 and 8 by July 2004.

New courses introduced to help the productive sectors by 2005 and 2006.

Expanded curriculum and learning materials in every secondary school by 2006.

Zone curriculum advisors to work under one central zone coordinator for communication and support by end 2005.

Liaise the MoE and the National Language Committee to finalise the existing achievements.

**Objective Two:**

Develop relevant examinations and assessments that meet the needs of the students of Vanuatu

**Strategies:**

Replace the national Year 6 examination with a new Year 8 national examination.

Develop a nationally recognised examination for years 12 and 13

Development of standardised tests and assessments for learning (AFL) with the assistance of the SPPA.

Development of examiners handbook

Training for examination officials, moderators and teachers.

Review, develop and implement targeted programs for examinations and use feedback to advise teachers on their teaching skills.

**Performance Indicators:**

The new national Year 8 examination introduced in 2004 and continuously improved on an annual basis.

Final top up examination for year 8 phased out in 2004.

A new national examination for senior secondary school leavers introduced following relevant curriculum development and continuously improved on an annual basis.

Trial of standardised tests and assessments completed by end 2005.

Completion of examiners handbook by end 2005.

6% of teachers trained as examiners and moderators by end of 2006.

Report and recommendations on the effectiveness of the examination program completed by mid 2005 and submitted to the Director General.

Ongoing and regular feedback reports provided and disseminated to teachers regarding examination results.

## **9. Teacher Training and Development**

**Definition**

This area covers pre –service and in-service training of teachers from pre – school to basic to senior secondary education. The Vanuatu Institute of Teacher Education (VITE) is responsible for training teachers within the various sectors of education.

The overall aim of Teacher Training and Development is to create the ideal Ni-Vanuatu teacher.

**Objective One:**

Achieve a level and quality of teacher training that meets national and international standards

**Strategies:**

Examine the need for a new institutional arrangement for pre and in service training, curriculum development, examinations and assessments.

Conduct a full review VITE program.

Upgrade subject content, teaching methodology and assessment skills of teachers.

Establish an independent panel to select students to VITE.

Utilise teacher training options through collaboration with other training providers such as VIT, RTCs and Wan Smol bag.

Upgrade education and / or teaching qualifications for Ni – Vanuatu teachers.

Research sustainable models to improve pre-school teacher training.

Provide training in special education for teachers.

**Performance Indicators:**

Discussion paper of appropriate model by 2004 and submitted to the Council of Ministers by end 2005.

Short-term consultant hired to review, evaluate and assist in the development of VITE by end 2005.

Student selection panel established by end 2004.

Subject content, teaching methodology and assessment skills of all teachers upgraded by end 2005

VIT, RTCs and Wan Smol Bag on teacher training committees and attending meetings.

Qualifications upgraded commencing 2005.

Pre school teacher training models reviewed by end 2005.

Special education teacher training to commence by 2006.

**Objective Two:**

Quality pre - service training for teachers

**Strategies:**

Review harmonisation of current VITE program in regard to the pre-service of Bilingual teachers.

Provide pre service training for senior secondary school teachers.

Provide administration and management courses for teacher as part of their pre-service training

Develop pre service training for subjects such as technology, agriculture, and PE, RE, Vanuatu Art, Music, Accounting.

Emphasize language teaching as second or foreign language for teachers at pre - service training

Develop pre service training relevant to the new curriculum.

**Performance Indicators:**

Re – Thinking Vanuatu Education group to commence review of bilingual teacher training by end 2004.

Review recruitment levels for candidates to enter VITE by 2005.

Sufficient numbers of trained basic, secondary and senior secondary teachers to meet demand.

Educational administration and management courses included in per service teacher training by end 2006.

Review the pre service-training program in order to suit the new curriculum.

**Objective Three:**

Quality in - service training for teachers

**Strategies:**

Develop a national strategy for in-service training for teachers.

Incorporate in-service training in departmental policy.

Evaluate teacher-training needs nationally.

Decentralise in – service training through the establishment of roving trainers to go to all provinces.

Establish an in-service training (INSERT) unit that will establish a national in-service training policy and coordinate training between the MoE and donors.

Develop a plan of accreditation to all in-service training (INSERT unit role)

Develop a structure for the in-service training unit, which will utilise the advisors and inspectors currently working within the MoE

Include Principals and Directors in the in-service training

Ensure in-service training is relevant to the curricula and focused to specific themes of the curriculum.

Provide in service training for Anglophone and Francophone secondary school teachers.  
Increased number of in-service activities for basic education teachers.  
Train additional senior secondary teachers to meet the projected demand.  
Conduct in-service training for pre school and primary teachers in using vernacular curriculum (manual).  
Include vernacular teaching methodology in the VITE program

**Performance Indicators:**

Prepare a GIP for 2005 – 2008 to focus on in-service education for basic and secondary education teachers.  
Additional in-service for secondary language teachers commencing 2005 and completed by end 2006.  
Additional in-service training for secondary maths, science and PE teachers commencing 2004 and completed by end 2006.  
Roving trainers begin training in provinces by 2005.  
VITE teacher training program includes vernacular by end 2005.  
The INSERT unit implemented and efficient by beginning 2005.  
The INSERT unit must define a plan of accreditation to all in-service training by end 2005.  
Conduct at least one yearly workshop in all provinces for pre-school and primary teachers in vernacular curriculum.

**10. Management, Administration, and Support Services**

**Definition**

Improving the Department's leadership, coordination, and relationships with donors, and stakeholders, and the Ministry of Youth Development and Training, through the Office of the Director General.

**Objective One:**

Improve the efficiency of the Education system and realign resources to the achievement of priority policies.

**Strategies:**

Establish a small, high level, assistance team to support and advise the Minister and the Director-General to undertake measures to improve the efficiency of the Education System and to address sensitive policy issues. Areas of waste (repeats, drop-outs, absences, lateness) should be addressed.  
Restructure the Department of Education following policy directions by reducing the five Director positions and delegating more authority to the PEOs and schools.  
Review the financial skills available to the Provinces.  
Review funding policies for non-Government schools  
MoE to examine 'time out of schools' for teachers in provinces  
Implement the Education Acts. Support the Education Statutory bodies in performing their roles: the National Education Commission, the National Education Advisory Council, and the Provincial Education Boards.  
All School Charters to be aligned to government policy and procedures.  
Strengthen library and Internet access for Ministry staff.



MoE to collaborate with DESP as leading agencies in the development of Vanuatu's National HRD Plan and seek funding and TA support.  
Coordinate Distance Education programs and services.

**Performance Indicators:**

High-level assistance in place by April 2004 with the task of supporting the Ministry to implement changes to achieve efficiencies.  
Restructure of the MOE approved by June 2004 and implemented by the end 2004.  
Annual progress reports on the implementation of the new Education Acts.  
Provincial Education Officers to provide a full report of administration and other issues that take teachers away from schools to the DG and Director Finance by end of 2004.  
School charters aligned to government policy and procedures by end 2006.  
Utilisation of GIP and other funding options for the strengthening of internet and library access for Ministry staff by end 2005.  
National HRD Plan in place by 2005 to guide decisions on scholarships and training.

**Objective Two:**

Review and strengthen the Teaching Service Commission

**Strategies:**

Amend the TSC Act with a view to improving transparency and accountability, and to further developing Vanuatu's investment in its teachers.  
Investigate Teacher Licensing system models for Vanuatu by 2006.  
Conduct an audit of the Teaching Service Commission to ensure that databases and payrolls are accurate and that decisions are made in a timely manner, in accordance with Government policies and transparent and fair procedures.  
Undertake a review of teaching roles, terms and conditions building on the Teacher Regrading Strategy Reports. Implement agreed recommendations for change and merit selection process for teachers.  
Central employment of teachers through the Teaching Services Commission.

**Performance Indicators:**

Report of an initial audit of the TSC completed by June 2004 and agreed recommendations implemented by 2005.  
Teacher housing report provided by end 2004.  
Strategy to improve the status and terms and conditions of teachers in place, whilst removing inequities and abuses.  
All teachers recruited via a merit selection and regulatory process, commencing end 2005.  
Report on teaching hours provided by end 2004.  
TSC (Amendment) Act passed by end 2004.

**Objective Three:**

Improve the Smart stream, EMIS and information technology communication networks across the Education System.

**Strategies:**

Develop an up-to-date and useful database and policy and planning services through the Office of Policy and Planning.

Complete school mapping process through the Policy and Planning Unit

Implement the move to Smartstream and the FMIS.

Review the recommendations of the EMIS Report 2003 and develop a realistic action plan utilising existing resources. Focus on improved communications between the Department, the PEOs, and schools, and on reliable and timely data to inform policy, plans, and decision-making.

Prepare submissions for additional assistance to strengthen the EMIS, eg GIP, AVI.

Develop a database for the Teaching Service Commission to include all relevant teacher information.

Investigate models for transport and distribution of resources and materials to schools, especially those in remote and isolated areas.

**Performance Indicators:**

MOE effectively using the FMIS and taking advantage of the Smartstream network and support by 2005.

EMIS action plan in place by September 2004.

Annual reports of progress against the EMIS annual plan.

Schools and PEOs report improved communications within the Education System by end 2005.

Quality officers to commence travel to schools and provinces following restructure approval.

Best practice model for transport and distribution submitted for Director – General’s consideration by 2005.

**Objective Four:**

Provide training and improved performance management for DOE and PEO employees to improve their performance and participation in the development of the Education System.

**Strategies:**

Develop and implement a training plan for all DOE and PEO employees.

Implement the PSC performance management guidelines across the MOE/PEOs.

Develop a MOE/PEO Procedures Manual.

Implement a new initiative to provide training to improve educational management.

Annual Reports to be prepared to meet legislative requirements. A calendar of all such requirements to be published annually and monitored by a senior officer.

Define the status of Directors in charge of small schools.

**Performance Indicators:**

DOE/PEO training plan in place and at least two training programs conducted by end of 2004.

Annual training programs provided in line with the training plan.

Performance Agreements in place and bi-annual performance discussions for all Directors and SEOs by start 2005 and for all other staff by 2006.

MOE/PRO Procedures Manual in place by end 2004. Training regularly provided to staff in its use.

More courses in educational management.

All Annual Reports submitted on time and complying with legislative requirements.

**Objective Five:**

A fully resourced, recognized and supported Inspectors Unit

**Strategies:**

Placement of the Inspectors Unit within the Office of the Director – General.

Ongoing and regular school reports submitted to the Director General, Directors, TSC and all other stakeholders including schools as directed by the ACT.

The Director – General to support the Inspectors authority in the execution of their duties.

All information specifically referring to schools, to be cross-checked by the Inspectors Unit prior to publication.

**Performance Indicators:**

Inspectors Unit placed within Office of Director General following restructure mid 2004.

All recommendations from school audits and inspection reports completed within nominated timelines.

Regular and ongoing meetings between the Director – General and the Inspectors Unit timetabled at the beginning of each school year.

Up to date and accurate reports regarding schools published by the DoE.

**Objective Six:**

Sustainable funding for the education system distributed and utilized in alignment with policies and priorities.

**Strategies:**

Develop a medium-term funding strategy for the MOE.

Develop a rational funding model to guide allocation of funds to schools.

Improve monitoring and reporting on funding for priority education sectors.

Encourage more effective and cooperative use of existing resources across the education sectors.

Reinforce policies to ensure that practices which mis-use MOE funds and school fees (eg staff loans) cease.

Seek a Phase 3 VIT/TVET Strengthening Project from AusAID and France.

Seek funds to strengthen in-service education for teachers.

Via VNTC and with the working party established by the Council of Ministers in March 2003, research and report on a Training Trust Fund and other sustainable funding strategies for the TVET system.

Review MoE/MYDT budgets to achieve an increased share for TVET.

Seek a further year of ADB Technical Assistance through the ADB Skills Development Project.

Support the EU-funded Tourism Training Centre project.

**Performance Indicators:**

MOE medium-term funding strategy in place and annually reviewed from 2005.

Rational funding model for schools in place by 2005.

Phase 3 VIT Strengthening Project commence in 2005 with integrated Australian and French support as part of a broader Strengthening Project.

ADB Skills development TA Grant extended to 2005.

Report to Council of Ministers by end of 2004 on Training Trust Funds and other Sustainable Funding Strategies for priority education sectors.

MoE/MYDT budget for TVET increased to at least 2% by 2005.

Construction of EU Tourism Training Centre and expansion of Tourism Training.

### **Objective Seven:**

Improve equity and support for those who are disadvantaged in their access to education.

### **Strategies:**

Working with the PEOs, target education places and funds to disadvantaged and early school leavers, girls and women, rurally isolated and people with disabilities.

Develop and promote a gender equity policy across the MOE.

Promote access and equity and equal employment opportunity through all MOE statements and activities and to all providers, and monitor male and female participation and employment within the Ministry.

Through the CDC and the TCDU promote access and equity as one of the key principles of course development.

### **Performance Indicators:**

MOE funding initiatives make a difference to participation of targeted disadvantaged groups.

MOE gender equity policy in place by 2005.

MOE reports cover Equity and Access and show increased participation of females in all sectors of education.

All MOE Boards, Councils, and Committees have a reasonable percentage of women.

Women are recruited to at least two of the new MOE positions.

Formal evaluation completed of initiatives to assist children with learning disabilities by mid 2005.

### **Objective Eight:**

Improve facilities planning and maintenance, and plan for sustainability.

### **Strategies:**

Develop a Facilities and Equipment Masterplan for the Education System, in liaison with the PEOs by 2006.

Develop a Facilities Maintenance Manual for schools.

Establish minimum enrolment requirements before a school building can be funded by the MOE.

Permanent housing for the Teaching Service Commission.

Develop official / legal lease between the DoE and the kastom owners of lands where primary schools are located.

Customise a Procurement Manual.

Initiate OH&S policy and procedures

**Performance Indicators:**

MOE Facilities and Equipment Masterplan in place by 2005 and annually updated.

MOE Schools Maintenance Manual provided to all schools by 2006.

Procurement Manual customized by end 2005.

OH&S policy and procedures for all schools initiated by 2006.

**Ministry of Youth Development and Training – Corporate Plan 2004 - 2006**

**GOVERNMENT OF THE REPUBLIC OF VANUATU**

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MINISTRY OF YOUTH DEVELOPMENT AND TRAINING

CORPORATE PLAN

2004 TO 2006

**16<sup>th</sup> February 2004 Final Draft**

**Department of Youth Development and Training**  
**Port Vila**  
March 2004

## Forward

The Ministry of Youth Development and Training was established in March 2003. Its mandates are to improve options for young people, to facilitate and coordinate an expansion of rural training, and to foster cooperation with Non-Formal Education (NFE) providers and Non-Government Organisations (NGOs).

The vision of the Government's **Priorities and Action Agenda 2003** is to build Vanuatu as a nation where peace, stability and security prevail and where the benefits of reform and development are equitably distributed. The primary purpose of the Government's commitment to Youth Development, Sport and Recreation, and Training (TVET) is to create positive and sustainable opportunities and participation for young people and people who have been disadvantaged, and to do this in ways which contribute to national development and self-reliance. There will be a special focus on expanding rural training opportunities and working with young people in urban areas.

The Ministry of Youth Development and Training supports the Government's vision of youth and sport development by developing appropriate youth, sport and recreation programs for young people in urban, rural and remote areas. Youth development emphasises self-reliance and self-determination and focuses on the development of future leaders. Sport and recreation programs assist young people to become actively involved in institutionalized competitive activities as well as non-organized, non-formal activities for personal enjoyment. They strengthen our heritage as a sporting nation. TVET policies are focused on building practical vocational and life and citizen skills, facilitating access to the cash and the formal economy. These systems will be fundamentally grounded in Ni-Vanuatu culture and belief.

The Ministry of Training and Youth Development is the primary tool of Government to bring the advantages of TVET – Technical Vocational Education and Training – to young and disadvantaged people across Vanuatu. TVET is a right as described in Article 26 of the *Universal Declaration of Human Rights*. As such, the Ministry's focus will be on developing and raising the accessibility and status of TVET as an important means to provide a better life for young people and rural people. TVET will become the umbrella term and vision for the Ministry.

This Corporate plan flows from the Comprehensive Reform Program and Priorities & Action Agenda (2003), the MYDT Policy Directions (May 2003) and the TVET Masterplan (December 2003). Given the newness of the Ministry and the changes that will be introduced its structure emerges, this Corporate plan focuses only on the years 2004 to 2006.

The Honourable Morking Stephens  
Minister of Youth Development and Training

## **The Corporate Mission Statement for the Ministry of Youth Development and Training**

### ***Development mission***

Through choice, improve the standard of living and attain individual, community, and national development goals. Through youth development, sport and recreation, and the TVET system, we will provide maximum opportunities for people to acquire appropriate lifelong skills, knowledge, pride, and values for all.

### ***Vision***

Our young people will be seen, heard, and valued. They will feel good and stay healthy. We will help to build skills for a self-reliant, productive, and proud Vanuatu so that our young people and rural communities can contribute positively to peace, stability and security, and increase their income-generating opportunities. The Government will provide leadership and support and work in harmony with formal and non-government providers to improve delivery standards.

The Ministry will be demand-driven, coordinated, cooperative, and continually improving. We will work to expand the provision and quality of lifelong and practical opportunities to develop skills and values for self-reliance and to participate in the building of the economy and a productive and well-governed nation.

### **Values and guiding principles**

Transparency, fairness, and equity.

Respect for the unique contribution of young people and formal and non-formal providers.

Teamwork.

Focus on the needs of the individual, the village, and the nation.

Cooperation and collaboration and prudent use of limited resources.

Leadership codes and ethics. Professionalism and accountability.

Grounded in the best of ni-Vanuatu culture, traditional skills and resources, and languages.

Promoting the best of world cultures.

### **Definition of Youth**

The international definition of youth promoted by UNESCO covers young people between 15 and 24 years. This definition is useful in distinguishing between pikinini/ children and young people and reminds us of the many developmental changes and challenges which young people go through in these years. This definition is accepted for the purposes of this corporate plan but it is used as a general guide and is not meant to limit or exclude any persons, regardless of age, from the benefits of these plans.



### **Summary of Key Areas Covered by the MYDT and this Corporate Plan**

The Ministry and this Corporate Plan covers the key areas identified in the policy directions:

- Sport and Recreation.
- Youth Development activities, including Youth Centres.
- Non-formal practical and life and citizen skills education and vocational training.
- New national TVET courses which provide options in vocational, self-reliance, self-subsistence, leadership and community development, fundraising and income-generation skills, new opportunities for access to appropriate technology, adult literacy, special education, and clear pathways to the cash and formal economies.
- Improved coordination, advice, and links with the NGO and NFE sectors through the Vanuatu National Training Council.
- Opportunities for NGOs and NFE providers to gain recognition (accreditation) and some financial support for delivering specified GoV services.
- Improved coordination, advice, and accountability with youth organisations including the National Youth Council.
- Improved coordination, advice and accountability with sporting bodies including the National Sports Council.
- Assistance from the Vanuatu Institute of Technology through its proposed provincial campuses, department of rural development, and TVET teacher and curriculum development units.
- Strong relationships with Provincial governments and agencies, particularly the REDI scheme.
- The establishment of a Training Trust Fund or similar scheme, to support the NFE sector and rural and youth training, under the control of a Board of Trustees, with decision-making on the allocation of funds delegated to Provincial Training Councils.
- Transparent management by these recognised autonomous providers, and clarity re individual, provider, and Government roles, responsibilities, and liabilities.
- Active participation by stakeholders.

The Plan also supports the intention of Government that there should be no discrimination on the basis of gender anywhere in the operation or management of government services or government funds. Young women, people with disabilities, and socially and economically disadvantaged groups will be positively encouraged to take part in all youth development, sport and recreation, and TVET activities and opportunities.

### **Summary of Key issues and Challenges to be addressed in the Corporate Plan**

During the period of this Corporate Plan, the Department must address:

- Definitions, scope, and Government/NGO partnerships, responsibilities and accountabilities re Youth Development, Sport and Recreation, and TVET.
- Promotion of TVET across Vanuatu.
- Funding allocations and best use of existing resources, aligned to policy directions.
- Quality of service delivery. Improved procedures.

- Ongoing strengthening of policies and plans. Development and approval of a National Youth Policy.
- Contributing to the development of Vanuatu's first National HRD Plan.

### **Summary of Key Objectives for 2004 to 2005**

- Establishment of new MYDT structure with strengthened capacity, policies, systems, database, and advisory committees.
- Establishment of an effective National HRD Plan, as a national project operating under the Office of the Prime Minister.
- Increased participation of young people and more positive opportunities and outcomes for young people and rural communities.
- More youth development opportunities.
- More sporting opportunities and access to improved facilities.
- Expanded Technical Vocational Education and Training opportunities.
- Positive and cooperative relationships between Government and the NGO sector.
- A new approach to funding youth development, sport and recreation, and TVET activities under the control of the MYDT, with resources better aligned and more accountable to policy directions.

### **Youth Development: Being Seen, Heard and Valued.**

#### **Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela.**

#### **Definition of Youth Development:**

Youth Development is about developing and empowering young people by encouraging their participation and experimentation with all facets of life. Youth is a period of life characterized by significant and dramatic change, physical, emotional, and intellectual. Youth Development provides protections to help meet the special needs and threats to healthy development that are faced by all young people. Special services and support should be provided for young offenders and young people at risk.

Youth Development aims to develop the potential of young people to their fullest, encouraging leadership, creativity, self-expression, and resourcefulness, providing special support and counseling services, and building young people as a positive social force. Our Youth Development plans recognize young people as a key force in the development of Vanuatu. These plans recognize that parents have the first responsibility for youth development but that Government can give positive leadership and support to society as a whole to develop our young people.

#### **Objectives**

##### **Objective one:**

Strong and effective policy coordination and support for Youth Development in Vanuatu, with strong participation by young people.

##### **Strategies:**

- Implement a new structure for youth development under the MYDT and its provincial arms.

- Liaise effectively with Provincial and Municipal Officers with an interest in Youth Development.
- Strengthen the role of Provincial Youth Officers and hold regular training and meetings for MYDT Youth Development Officers to plan and monitor Youth Development activities across Vanuatu.
- Develop a new National Youth Policy within the context of the Declaration of Human Rights.
- Support a Youth Development Research Project each year to better understand and promote youth development.
- Promote the GoV to identify a Decade of Youth. Recognize the International Day of Youth (15<sup>th</sup> August) as Vanuatu's National Youth Day and organize events to promote this day.
- Establish an annual Young Vanuatu of the Year Award, to be announced on Youth Day.
- Identify a National Youth Patron.
- Establish effective coordination between relevant community and NGO Youth Development organizations to maximize use of resources and reduce waste.
- Encourage a system of Youth Forums in each School, Institute, and Youth Center, feeding into an annual meeting of a Youth Congress of elected youth representatives to advise the MYDT.
- Promote and support Ni-Vanuatu young people to participate in Youth Meetings in the Pacific Region.
- Establish and maintain a database of Youth Development providers and initiatives.
- Establish procedures to monitor, evaluate, and report on the extent and quality of Youth Development activities.
- Prepare newsletters and media releases to promote the needs and views of young people and to case study successful Youth Development activities.

**Performance Indicators:**

- New MYDT structure and position descriptions approved by PSC. Positions advertised and recruited. New staff inducted. Existing staff trained in new duties.
- At least two training sessions for MYDT Youth Development officers each year.
- National Youth Policy approved by Council of Ministers.
- Funds set aside for a small Youth Development Research Fund and at least two research projects completed and disseminated by 2006.
- A Decade of Youth to be planned by the GoV. 15<sup>th</sup> August to be recognized as Vanuatu's Youth Day.
- An annual Young Vanuatu of the Year Award to be introduced from 2005.
- Improved arrangements for liaison with GoV (including schools and youth centers) and NGO organizations working in the area of Youth Development.
- Database of Youth Development agencies in Vanuatu and the Pacific maintained.
- Vanuatu effectively represented in national and international youth forums.
- MYDT Annual Reports contain evaluations and benefits of Youth Development activities and funding

**Objective Two:**

Expanded range of high quality, relevant youth development activities, services, and initiatives.

**Strategies:**

- Support the establishment of a Youth Centre in every Province, utilizing or working closely with existing centers.
- Initiate the development of national Youth Resource Kits to support youth development activities in such areas as:
  - Computer clubs.
  - Health and Youth: substance abuse, nutrition, fitness, reproductive health, AIDS.
  - Horticulture clubs.
  - Creative and performing arts.
  - Youth leadership.
  - Young Enterprise projects.
  - Parenting skills for young parents.
  - Setting up your own youth group.
  - Values Education for Youth Development.
  - Social, cultural, and moral guides for Youth.
  - Agriculture, Fishing.
- Initiate a five year rolling national campaign: Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela to raise awareness and to promote an increase in Youth Development activities.
- Establish a Ni-Vanuatu Youth Ambassador Program to support young graduates to return to rural and outer islands to share their skills through community projects.
- Review counseling and treatment services available to young people and recommend how these can be strengthened.
- Encourage and support Parenting Training short courses to improve the skills of parents in helping their young children to develop positively.
- Seek assistance to develop and publish a Ni-Vanuatu Good Parenting Guide. Include a special section for young (teenage) parents.
- Encourage and support Youth Development activities as a formal and special part of Youth Day.

**Performance Indicators:**

- A MYDT-supported Youth Centre in each Province by 2006.
- Resource kits nationally developed and disseminated in at least three activities and in use by youth groups by 2006.
- National Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela is launched in 2005 and widely promoted and understood by 2006, with Youth Development agencies using this to help promote Youth Development.
- Increased community awareness of the importance of Youth Development.
- Ni-Vanuatu Youth Ambassador scheme approved by the Council of Ministers by 2005 and in place by 2006.
- Increased number of good parenting skill workshops offered across Vanuatu.
- The Ni-Vanuatu Good Parenting Guide published and widely disseminated by 2006.
- Report to improve counseling and treatment services completed by 2005. Agreed recommendations to be implemented by 2006.

**Objective Three:****Special focus on youth development in rural and remote areas.****Strategies:**

- Encourage and support NGOs and communities to pilot the Vanuatu Community Certificate or modules in rural or remote areas.
- Encourage and support rural NGOs and communities to use the new national Youth Resource Kits and Good Parenting Guide.
- Within the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela, initiate and support projects targeting rural areas.
- Youth Development Officers to undertake field work to support rural Youth Development activities.

**Performance Indicators:**

- At least three pilots of the VCC completed in rural areas by 2006.
- At least ten rural NGOs/ Communities using the national Youth Resource Kits and Good parenting Guide by 2006.
- All MYDT, Provincial, and Municipal Youth Development Officers participating in the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela.
- Case studies of at least five rural projects run under the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela by 2006.

**Objective Four:****Special focus on urban youth, young offenders, and young people at risk.****Strategies:**

- Pilot and adapt the Vanuatu Community Certificate at VIT for young offenders and young people at risk, including the homeless and the alienated. Include modules to counter violence and crime, and the dangers of substance abuse.
- Liaison with the police, the courts, and chiefs and others concerned with the juvenile justice system to establish positive Youth Development options for young offenders.
- Encourage and support urban NGOs/ communities to pilot the Vanuatu Community Certificate or modules for urban youth.
- Encourage and support urban NGOs and communities to use the new national Youth Resource Kits and Good Parenting Guide.
- Within the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela, initiate and support projects targeting urban areas.
- Youth Development Officers to undertake field work to support urban Youth Development activities.

**Performance Indicators:**

- At least one VCC pilot conducted for young offenders in urban areas each year.
- At least six urban NGOs/ communities offering the VCC by 2006.
- A more coordinated GoV approach to dealing positively with young offenders.

- At least six urban NGOS/ Communities using the national Youth Resource Kits and Good Parenting Guide by 2006.
- All MYDT, urban Provincial, and Municipal Youth Development Officers participating in the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela.
- Case studies of at least five urban projects run under the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela by 2006.

**Objective Five:**

**Strong, youth-responsive, non-government organizations providing a range of youth development activities.**

**Strategies:**

- MYDT Youth Development Officers to provide fieldwork support to encourage Youth Development organizations and to share ideas and resources.
- Encourage a partnership approach with parents, churches, schools, NGOs, communities, working together for Youth Development.
- Close working relationships with the NFE Task-Force.
- Support regional Youth Development training courses, eg the USP program. Promote Youth Development as a career.
- Encourage and support more Youth Development training and short courses across Vanuatu.
- Regular liaison with Youth Development agencies.
- Encourage strong Youth Development agencies to support other Youth Development groups.
- Recognise and support the work of volunteers in Youth Development.

**Performance Indicators:**

- At least two Ni-Vanuatu graduates each year from regional Youth Development courses. Youth Development careers recognized within the National HRD Plan.
- Regular short courses and seminars on Youth Development.
- At least one meeting each year with the larger Youth Development organizations, eg FSP, Wan Smol Bag Theatre.
- MYDT Youth Development Officers in regular contact with Youth Development agencies.
- An annual award for best practice in Youth Development and an annual award for the Youth Development Volunteer of the Year.

**Objective Six:**

**An accessible and equitable youth development system.**

**Strategies:**

- Promotion of MYDT policies re equity and access.
- Affirmative action to ensure increased participation in youth Development by young women.
- Affirmative action to ensure increased participation in Youth Development by young people with disabilities.

- MYDT to strive for balance in the number of male and female Youth Development Officers.
- MYDT to strive for gender balance on all key committees and advisory bodies.
- MYDT database to collect information on participation in Youth Development by gender, island, and disability.

**Performance Indicators:**

- All MYDT publicity including the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela to promote equity and access.
- Annual reports indicating measures and results to increase equity and access in the MYDT structure and in projects and activities supported by MYDT.

**Objective Seven:**

**Sustainable funding for Youth Development.**

**Strategies:**

- Establish a Youth Development Fund to encourage and support positive youth development projects and initiatives.
- Seek additional support from development partners. Develop a Government Investment Program (GIP) proposal, focused around the Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela.
- Encourage business and private donations for Youth Development.
- Increase the allocation of GoV and other funds for Youth Development.
- Ensure fair and transparent allocation procedures and public accountability of Youth Development funds.

**Performance Indicators:**

- Youth Development Fund with associated policies and procedures, in place by the end of 2004.
- A Youth Development GIP proposal prepared by May 2004.
- The percentage of MYDT funds spent on Youth Development activities to be increased by at least 10% by 2006.
- A Policies and Procedures Manual in place for the management of Youth Development Funds.

**Sport and Recreation: Feeling Good and Staying Healthy**

**Definition:**

Sport and Recreation activities range from formal, provincial, national, regional, international, and elite sporting competitions through community recreation to more personal fitness-oriented activities and informal sports and games. Sport and Recreation provides many challenging skills and career opportunities including training, coaching and officiating, sports medicine, massage therapy, aerobics and fitness instructors, sports teachers, and the racing industry. Sport and Recreation events can contribute to an increase in tourism through sport tourism marketing. Sport and Recreation teach valuable skills such as teamwork, discipline, leadership, fair-

play, communication. Sport and Recreation provide positive activities and keep our young people fit, healthy, and positive. They continue Vanuatu's heritage as a sporting nation. The Ministry of Youth Development has the important responsibility, in partnership with communities, schools, sporting clubs and sporting bodies, to strengthen Sport and Recreation services in Vanuatu.

## **Objectives**

### **Objective One:**

**Promote participation in sport activities among young people.**

### **Strategies:**

- Review and develop policies for MYDT sport and recreation programs by mid 2004.
- Ensure sport networks with relevant stakeholders are strengthened at all levels through:
  - Provision of expert and technical advice and support;
  - Assistance in setting up sporting committees with stakeholders;
  - Annual primary school sports competition.
- Facilitate the development of elite sports training programs in conjunction with the Vanuatu Institute of Technology.
- Support the inclusion of Sports Training Strengthening as part of the proposed GIP VIT/TVET Strengthening Project 2005 – 2010. Work with the Australian and French design teams in May 2004 to seek assistance with teacher and curriculum and materials development.
- Support and encourage compulsory physical education in schools through:
  - Liaising with DoE Curriculum Development Centre and VIT's Curriculum Development Unit;
  - Developing a guest speaker program of athletes and role models;
  - Annual PE teacher conference.
- Support the training of MoE PE teachers through the provision of workshops, seminars and conferences in conjunction with VASANOC and VIT.

### **Performance Indicators:**

- MYDT sport and recreation policy reviewed and completed by Dec 2004.
- Interim PE training module developed by VIT.
- Sports formal training strengthening included as part of the VIT/TVET Strengthening Project 2005 – 2010.
- Quarterly newsletter developed with VASANOC first edition June 2004.
- National secondary school council to meet August 2004.
- Primary school sports competition July 2004.
- Host Regional games 2006.
- Six sport and recreation volunteers working in provinces.
- A high profile national athlete to be first guest speaker in Malapoa College June 2004
- PE Teacher conference held during national secondary school games.
- MYDT support for Melanesian games bid 2005



**Objective Two:**

**Promote participation in recreational activities among young people.**

**Strategies**

- Identify and promote leisure activities including traditional sports.
- Support and encourage youth led entertainment and events.
- Provide appropriate venues and facilities for recreation and entertainment.
- Encourage traditional sports in schools.
- Develop working relationships with commercial partners to increase commercial sponsorships.

**Performance Indicators:**

- Annual provincial games.
- Annual Round the Island Relay.
- Independence Day Celebrations (July).
- Annual Music Festival (November).
- Melanesian Arts Festival (August).
- Youth Centre in each Province by 2006.

**Objective Three:**

Increase participation to sport and recreation activities for under represented groups of young people including the disabled, women and those living in remote areas.

**Strategies:**

- Identify factors that contribute to non participation in sport and recreation by mid 2004.
- Work closely with the Disabled Association .
- Assist VASANOC further develop the Women in Sport Program.
- Promote sport and recreation to children through the establishment of a committee consisting of VASANOC, MYDT, Pre School representatives.
- Incorporate Fitness and Training into Provincial Youth Centres schedule by mid 2004.
- Develop partnerships with sporting bodies by identifying appropriate government support to assist them achieve government policies and objectives by May2004.
- Establish a Women in Sport Committeeby May 2004.
- Source opportunities for sponsorship.
- Review quantity and quality of media coverage

**Performance Indicators:**

- MYDT annual calendar of events produced March 2004.
- Public awareness day organized with the Disability Society, Women's groups and VASANOC by Dec 2004.
- First meeting of the Women In Sport committee June 2004.
- First meeting of Pikanini Play Play September 2004.
- Workshop on policy and implementation at VASANOC AGM March April 2004.

- Disabilities/Women role models in sport – three media stories for the Daily Post by Dec 2004

**Objective Four:**

Improve the management and operations of sporting organisations, facilities and resources.

**Strategies:**

- Sport funding based on objective criteria.
- Funded bodies to account for the use of funds allocated for sport and recreation programs.
- Establish monitoring, evaluation, and reporting systems and procedures to enable the Ministry to complete useful Annual Reports on Sport and Recreation activities and standards.
- Support the improvement, operation and maintenance of sporting facilities.
- Initiate short-course and formal training in sports administration and sporting facilities and turf management and maintenance, and encourage sporting bodies to undertake this training.
- Support the Vanuatu National Sports Council function as an autonomous self-funding organization by Dec 2005.
- Facilitate the handing over of sporting venues to the appropriate provincial authorities and municipalities by Dec 2004.
- Develop policy and procedures for the monitoring and allocation of resources to sporting organizations and stakeholders.
- Establish a reporting system to justify the use of resources and the progress of sporting disciplines by mid 2004.
- Develop evaluation processes for sport and recreation programs and services to for all stakeholders provided with government assistance and grants by mid 2004.
- Develop OH&S regulations with VASANOC and the VNSC.

**Performance Indicators:**

- MYDT Sport and Recreation Procedures Manual developed March 2004 and distributed to stakeholders at VASANOC AGM in March, April 2004.
- MYDT Annual Reports contain accurate information and evaluations of standards of Sport and Recreation in Vanuatu.
- Grant Reporting and Accountability Form and procedure developed and distributed to stakeholders at VASANOC AGM in March/April 2004.
- First draft of OH&S policy and procedures developed Dec 2004.
- First meeting VNSC March 2004.
- Published funding trends and decisions by government and sporting bodies.
- Better managed and maintained sporting facilities and turf.
- Improved sport administration.

## **Technical Vocational Education and Training (TVET): Skills for a Self-Reliant, Productive, and Proud Vanuatu**

### **Definition:**

Technical Vocational Education and Training (TVET) is the international term used to describe practical skills training, offered by both formal Government institutions and non-formal, non-Government organisations. TVET is a separate sector to the academic or schools system. It provides practical living skills to enhance quality of life in the community. It also provides the skills required to generate income and to work in the formal and the informal economy. The Ministry of Education is responsible for Vanuatu Institute of Technology. The MYDT is responsible for the development and quality standards of the TVET sector as a whole working through the Vanuatu National Training Council. MYDT supports the NGO TVET providers, and promotes cooperation and wise use of GoV resources between all providers.

### **Objectives**

#### **Objective One:**

Strong and effective policy coordination, recognition, and support for Vanuatu's national TVET system.

#### **Strategies:**

- New structure for MYDT approved and in place by mid 2004.
- Task Force to oversee implementation of TVET Masterplan and monitor compliance with MYDT policy directions approved in 2003.
- Ensure VNTC is strengthened by:
  - Recruitment and training of two officers and new Council Members.
  - Study tour to PNG for VNTC Executive Officer in March 2004 (funded by ADB).
  - Technical Advisor to VNTC from late April to late July 2004 (funded under the VIT Project).
- Monitor VNTC's achievement of its workplans:
  - VNTC Policies and Procedures Manual to be finalized in 2004.
  - VNTC Consultative Committee established and providing advice from across relevant GoV agencies and the private and NGO sectors.
  - Provincial Training Boards formally recognized, training provided to Board members, and PTBs active in advising on the training needs and solutions of their provinces.
  - VNTC database of TVET courses and providers in place.
  - Industry Standards agreed and National HRD needs prioritized.
  - Quality System in place, and excellence and quality in TVET recognized through a national awards system.
  - A permanent, independent office secured.
  - Industry Advisory Committees formally recognized and active in advising on training needs and solutions of the formal economy.
  - Wide promotion of VNTC and its benefits, and a VNTC web-site in place.
- Liaise with the Australian and French Design Teams during 2004 to achieve

further strengthening support for MYDT and VNTC from Australia and France under the VIT/TVET Strengthening Project Proposal 2005 to 2010.

- Continue to liaise with the MoE in key areas such as the EFA Plan, TVET in Schools, roles of Provincial officers, a common MIS, and shared use of facilities.
- Liaise with DESP and take a leadership role in the development of Vanuatu's National HRD Plan. Seek funding and TA support.
- Support VIT Principal as Vanuatu's representative and Executive Member of the Pacific TVET Association (PATVET) and the Commonwealth of Learning Regional Distance Learning Initiative.
- Pursue and support funding for at least one Pacific TVET regional project.
- Support VIT in strengthening and promoting Vanuatu's UNEVOC Centre.

#### **Performance Indicators:**

- New MYDT structure and position descriptions approved by PSC. Positions advertised and recruited. New staff inducted.
- DG to establish task force to oversee TVET Masterplan and policy implementation.
- VNTC Executive Officer and Office Manager positions filled and confirmed by February 2004. Officers to attend training sessions in management of TVET.
- VNTC to meet at least four times per year.
- Report of Study Tour.
- Report of VNTC Advisor.
- At least 20 TVET providers registered and at least 15 TVET courses accredited by end 2005.
- Minutes of at least two meetings of the VNTC Consultative Committee each year.
- Minutes of at least two meetings of each Provincial Training Board each year.
- Minutes of at least two meetings of Industry Advisory Committees each year.
- Effective cooperation with the MoE at National and Provincial levels.
- National HRD Plan in place by 2005 to guide decisions on scholarships and training.
- Vanuatu's UNEVOC Centre more accessible and visible.

#### **Objective Two:**

Expanded range of practical, high quality, and relevant competency-based TVET courses to meet the development needs of the formal, informal, and non-formal economies, and to promote self-employment and self-reliance.

#### **Strategies:**

- Support and promote the Vanuatu Community Certificate (VCC) as an alternative TVET pathway for people who have missed out on a complete basic education.
- Support and promote the introduction of the Vocational Foundation Certificate (VFC) to replace VIT's current Year 11 and 12 courses and to be offered in Provincial areas.
- Support the development of Post Year 12 and new course areas at VIT in Port Vila to meet the needs of the formal economy.
- Encourage the expansion of literacy programs across Vanuatu.
- Work with the MoE to strengthen TVET and technology options in schools.

- Formally recognize and promote VIT's Curriculum Development Unit (CDU) as a center of excellence for TVET curriculum.

**Performance Indicators:**

- The VCC piloted in two Provinces in 2004 and extended to other Provinces in 2005.
- The VFC accredited by end 2004 and piloted in at least two Provinces in 2005.
- VIT Vila courses developed to Post Year 12 options and approved by Industry Advisory Committees, by end 2005.
- New courses developed to reflect the need of the formal economy and the National HRD Plan.

**Objective Three:**

Expansion and strengthening of TVET training in the rural areas and to meet Provincial development needs.

**Strategies:**

- Support the establishment of VIT Provincial Campuses.
- Review and strengthen the involvement of MYDT Provincial Officers in rural training.
- Support VRDTCA and other NFE Providers.
- Expand TVET Provision in rural areas.
- Encourage train the trainer courses.

**Performance Indicators:**

- Two VIT campuses to be established in 2004. A further two campuses to be established in 2005.
- Involvement of VRDTCA and other peak NGOs on the VNTC and Consultative Committees.
- Support and monitor the MOU between VRDTCA and the Peace Corps.
- 120 community trainers to be trained by VIT by the end of 2004.

**Objective Four:**

A strong Vanuatu Institute of Technology and other formal TVET providers, with a longer-term vision of a single, sustainable, multi-purpose, multi-campus national institute.

**Strategies:**

- Liaise with the MoE to continue to establish VIT as Vanuatu's leading TVET Institution:
  - Arrange direct funding for VIT;
  - Arrange direct employment of its teachers by VIT;
  - Undertake a review of funding to provide a rational model for VIT funding consistent with GoV priorities for training;
  - Arrange transfer of existing and adjacent land to VIT Council.
  - Formally recognize and promote VIT's Teacher Development Unit as a center of excellence for TVET teacher training. Ensure that the TDU trains additional TVET teachers.

- Support and oversee the further strengthening of VIT as Vanuatu's National TVET Institute and a growing force in the Pacific Region. Contribute to the May 2004 French and Australian design visits for the VIT/TVET Strengthening Project 2005 - 2010.
- Liaise with the Ministry of Agriculture, Forestry and Fisheries (MAFF) re planning for the College of Agriculture.
- Support and oversee the development of the Vanuatu Maritime College (VMC) as a National and Regional resource.
- Liaise with VNTC to encourage the establishment of overseas and commercial TVET providers in Vanuatu and their compliance with the VNTC Act to provide quality training within financial guidelines to protect students.

**Performance indicators:**

- VIT Act amended to allow direct employment of its teachers by end 2004.
- Improved funding arrangements for VIT in place during 2004, to enable direct funding and GoV and VIT Council to strategically prioritise how funds are allocated.
- Adjacent land allocated or transferred to VIT by early 2004 to enable design of new Tourism Training Centre and longer-term growth.
- Agreement reached with Australia and France for the funding of a balanced approach to the further development of VIT and the TVET system for 2005 to 2010.
- Agreement reached with MAFF to achieve within available resources the proper funding and management of the College of Agriculture as a sustainable, quality provider operating under TVET policies and quality standards.
- Regular attendance at VMC Board meetings.
- VNTC reports of registered providers and management of complaints, and non-compliance.

**Objective Five:**

Strong, community-responsive, non-formal TVET groups providing various learning opportunities and services for empowerment, community development, and improvement of quality of life.

**Strategies:**

- Continue to involve NGOs in MYDT consultations and planning.
- Encourage a focus on meeting the needs of Provinces, communities and students, (demand-driven rather than supply driven).
- Encourage the sharing of TVET curriculum and materials.
- Support VIT to open up the services and resources of its Teacher and Curriculum Development Unit and Provincial Campuses to assist NGOs.
- Through the VNTC and providers, monitor and report on student and community satisfaction, and recognize the quality contributions of volunteers and others.

**Performance Indicators:**

- Each PTB to meet annually with all stakeholders.

- At least two meetings each year of the VNTC Consultative Committee to ensure stakeholder involvement., and to discuss and promote TVET policies and plans and to improve service delivery.
- VNTC Register of TVET Courses and Resources.
- National Awards for quality NGO TVET providers by 2005.

**Objective Six:**

An accessible and equitable TVET system.

**Strategies:**

- Target some funds to disadvantaged and early school leavers, girls and women, rurally isolated and people with disabilities.
- Promote access and equity and equal employment opportunity through all MYDT statements and activities and to all TVET providers, and monitor male and female participation and employment within the Ministry.
- Through VNTC promote access and equity as one of the key principles of course development and accreditation.

**Performance Indicators:**

- MYDT Funding Initiatives make a difference to participation of targeted disadvantaged groups.
- MYDT reports cover Equity and Access and show increased participation of females in TVET.
- All MYDT Boards, Councils, and Committees have a reasonable percentage of women.
- Women are recruited to at least two of the new MYDT positions.

**Objective Seven:**

**Sustainable funding for the TVET system, both formal and non-formal.**

**Strategies:**

- Via VNTC and with the working party established by the Council of Ministers in March 2003, research and report on a Training Trust Fund and other sustainable funding strategies for the TVET system.
- Review MoE/MYDT budgets to achieve an increased share for TVET.
- Develop a rational funding model to guide allocation of funds.
- Improve monitoring and reporting on funding for TVET.
- Seehase 3 VIT/TVET Strengthening Project from AusAID and France.
- Seek a further year of ADB Technical Assistance through the ADB Skills Development Project.
- Support the EU-funded Tourism Training Centre project.
- Encourage more effective and cooperative use of existing resources across the TVET sector.

**Performance Indicators:**

- Report to Council of Ministers by end of 2004 on Training Trust Funds and other Sustainable Funding Strategies for TVET.
- MoE/MYDT budget for TVET increased to at least 2% by 2005.

- Phase 3 VIT Strengthening Project commence in 2005 with integrated Australian and French support as part of a broader TVET Strengthening Project.
- ADB Skills development TA Grant extended to 2005.
- Construction of EU Tourism Training Centre and expansion of Tourism Training.

### **Appendix 3. Extract from the Forum Basic Education Plan – 2002**

#### **FORUM BASIC EDUCATION ACTION PLAN - 2001**

Auckland, New Zealand

15 May 2001

##### *National and Regional Development Context*

9. Ministers recognised that basic education has, by its nature, very broad and strong impacts on the potential for private sector development and for the success of students pursuing higher education. But it should also be acknowledged that it is a very intensive user of manpower and financial resources. The goals set for basic education and the strategies to be followed therefore need to be well integrated with national planning policies and planning frameworks.

10. Ministers therefore agreed that there is an urgent need for each country, in line with national development goals and commitments, to improve basic educational planning, through clearly identifying desired basic educational outcomes and the learning needs of individuals and groups in that society. To this end it was further agreed that:

- (a) national planning for universal and equitable educational participation must take into account:
  - (i) the cultural, moral social, political and economic contexts of education;
  - (ii) the inter-relationships of the various levels of educational provisions and institutions.
- (b) in order to develop sound policy and planning frameworks it is essential to improve:
  - (i) data and information collection and retrieval systems to provide accurate, timely, and relevant data for informed policy decisions;
  - (ii) the capacity of national systems to develop coherent national educational plans through high level training of key personnel and strengthening of the human and material resources of planning units.



- (c) that Ministers of Education consider the setting up of a regional qualifications framework, covering basic, primary, secondary, TVET and tertiary education, benchmarked against appropriate international standards and qualifications.

*Technical and Vocational Education and Training (TVET)*

16. Ministers noted that a high proportion of students in the education system do not, or are unable to, aspire to carrying on their education through to formal tertiary education, and that the needs of these students were not yet adequately catered for. Having noted the Report of the Technical/Vocational Taskforce on Education and Training in the Pacific Region, Ministers agreed:

- (a) that, in accordance with existing national provisions for TVET, governments should endeavor to raise the status of TVET in national education policies;
- (b) that governments should endeavor to include TVET as a priority in their national plans;
- (c) that any work on financing of education include studies on how best to finance TVET, including through partnerships with the private sector, and associated requirements for the setting of a qualifications system; and;
- (d) that UNESCO be invited to organise a Pacific Conference on the delivery of TVET skills development programmes and the provision of new programmes, with special consideration of standards and comparability of qualifications within and between Pacific countries.

*Appendix 4: Information on Pacific Island Nations*

<b>Country</b>	<b>No of islands/ inhabited</b>	<b>Land Area (square kilometers)</b>	<b>Exclusive Economic Zone (square kilometers)</b>	<b>Population (1998)</b>	<b>Main Economic Activity</b>	<b>Languages (2 indicates English + indigenous language)</b>
Cook Islands	15	237	1,830,00	16,500	Tourism, remittances	2
Fiji	300/100	18,272	1, 290,000	797,800	Sugar cane, tourism, gold mining, fishing, forestry, copra, manufacturing	Many, mainly English
Kiribati	34/34	811	3, 550,000	85,100	Fishing, agriculture, remittances, copra	2
Nauru	1	21	320,000	11,500	Phosphate, mining, financial services, coconuts	2
Niue	1	259	390,000	1,800	Remittances	2
Samoa	2	2,935	120,000	174,800	Remittances, agriculture, tourism & light industry	2
Solomon Islands	400/200	28,330	1,340,000	417,800	Fishing, forest products, plantations, gold mining,	More than 300, mainly Pidgin English
Tokelau	1	12	290,000	1,500	Coconut, copra, pigs, woodwork	2
Tonga	100/50	747	700,000	98,000	Remittance, coconut oil, manufacturing, tourism	2, mainly Tongan
Tuvalu		26	900,000	11,000	Fishing fees, remittances, copra	2
Vanuatu	85/84	12,190	680,000	182,500	Plantations, fishing,	Many, mainly

					tourism	French, Bislama and English
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## Appendix 5: Acronyms

*A project funded by DFID (UK) through the, Pacific Islands Forum Secretariat and supported by the Pacific Association of Technical, Vocational Education and Training (PATVET) and the Commonwealth of Learning (COL)*

COL	Commonwealth of Learning
DFID (UK)	Department for International Development – United Kingdom
EFTs	Equivalent Full Time Students
FIT	Fiji Institute of Technology
HTTC a	Hospitality Tourism Training Centre
NATTB	National Apprenticeship and Trade Testing Board
NGO	Non Government Organisation
NTA	National Training Authority
NTC	National Training Council
NTTTU	National Trade Testing and Training Unit
NVTC	National Vocational Training Centre
PATVET	Pacific Association of Technical, Vocational Education and Training
PIF	Pacific Islands Forum Secretariat
PNG	Papua New Guinea
RMI	Republic of Marshall Islands
RQF	Regional Qualifications Framework
SP	Samoa Polytechnic
TPAF	Training and Productivity Authority of Fiji
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
TTI	Tarawa Technical Institute
VAC	Vanuatu Agricultural College
VIT	Vanuatu Institute of Technology
VNTC	Vanuatu National Training Council
VMC	Vanuatu Maritime College
VITE	Vanuatu Institute of Teacher Education

## *Appendix 6: Australia and New Zealand Qualifications Frameworks*

For more details check out the web sites:

NZQA <http://www.nzqa.govt.nz/framework/about.html#5> and

AQF <http://www.aqf.edu.au/thirteen.htm>

### AUSTRALIAN QUALIFICATIONS FRAMEWORK

The AQF comprises thirteen national qualifications issued in:

- the secondary schools sector;
- the vocational education and training sector (TAFE and registered private providers); and
- the higher education sector (mainly universities).

These qualifications are shown below, grouped according to the educational sector in which they are most commonly issued. You can access further information about a particular qualification by clicking on the links in the table below, or for further information, see the [AQF Implementation Handbook \(2002\)](#).

#### *AQF Qualifications by Educational Sector*

<i>Schools Sector Accreditation</i>	<i>Vocational Education and Training Sector Accreditation</i>	<i>Higher Education Sector Accreditation</i>
<a href="#">Senior Secondary Certificate of Education</a>	<a href="#">Advanced Diploma</a> <a href="#">Diploma</a> <a href="#">Certificate IV</a> <a href="#">Certificate III</a> <a href="#">Certificate II</a> <a href="#">Certificate I</a>	<a href="#">Doctoral Degree</a> <a href="#">Masters Degree</a> <a href="#">Graduate Diploma</a> <a href="#">Graduate Certificate</a> <a href="#">Bachelor Degree</a> <a href="#">Associate Degree, Advanced Diploma</a> <a href="#">Diploma</a>

## NEW ZEALAND QUALIFICATIONS FRAMEWORK

### Ten levels

There are ten levels involved in a qualification - 1 is the least complex and 10 the most. Levels depend on the complexity of learning. They do not equate to 'years spent learning' but reflect the content of the qualification.

Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Levels 4-6 approximate to advanced trades, technical and business qualifications. Levels 7 and above equate with advanced qualifications of graduate and postgraduate standard.

Framework qualifications consist of:

- National Certificates - at all levels but normally found at levels 1-4
- National Diplomas - at levels 5 and upwards.

10	<b>Doctorates</b>
9	<b>Masters</b>
8	<b>Postgraduate Diplomas and Certificates, Bachelors with Honours</b>
7	<b>Bachelors Degrees, Graduate Diplomas</b>
6	<b>Diplomas</b>
5	
4	<b>Certificates</b>
3	
2	
1	