

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

### *The Masterplan and Policy Directions (April 2004)*

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.

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

#### **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 bilingualism, 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 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 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.**

**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.

*TVET Masterplan 2003 to 2010 (November 2003)*

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

### **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>  |
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| <p>Consolidate the Ministry of Youth Development and Training as the core Ministry for setting policy directions and overseeing the development of TVET.</p>   | <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>  |
| <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> | <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</p> |

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|   | <p>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> |
| <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, VNTC, 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>  |

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|   | <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>   |
| A strengthened UNEVOC (TVET Resource) Centre. | <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.**

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| Development, accreditation, and delivery of the Vanuatu Community Certificate (VCC) and the Vocational Foundation Certificate (VFC) as recognized and respected alternative pathways for young people and adults. | <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> <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> |
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|   | <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>  |
| Increased demand-driven course options.   | <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>   |
| More higher level TVET Certificates and Diplomas.   | <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</p>   |

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|  | to be further explored by key stakeholders.  |
| Quality of delivery and a focus on students. | 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. |

### Goal Three: Rural and provincial training

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| 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 Campuses/ centers in each Province.                                  | <p>VIT, in liaison with PTBs, to establish a campus/ centers 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.**

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| 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 housing the UNEVOC (TVET Resource) Centre.</li> <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       | Liaise with the VMC Board and management and other stakeholders to encourage the VMC to register and accredit its   |

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| College.                                  | 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. |

### **Goal Five: Strong non-formal TVET providers**

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| 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.<br><br>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.<br><br>VNTC to accredit the Vanuatu Community Train the Trainer and Certificates in TVET Training by 2004.<br><br>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.<br><br>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.<br><br>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

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| A percentage of GoV and donor funds targeted at special needs groups.                                 | 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.  |
| Open access to the Vanuatu Community Certificate.   | The VCC to be open to people of all ages and background.<br><br>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).   |
| Access and equity, and human rights principles to be a requirement for all registered TVET providers. | VNTC to incorporate access and equity principles in provider registration, course accreditation, and funding procedures.<br><br>VNTC to monitor and report on equity and access across the TVET system.<br><br>The importance of the family and family values to be reinforced by TVET providers wherever possible.   |
| Gender balance.   | Gender equity to be apparent in the composition of the VNTC, PTBs, and other TVET bodies, and to be promoted in provider management committees.   |
| Affordable fees and scholarship schemes for TVET.   | VIT to continue its Equity Scholarship scheme.<br><br>The Scholarship Office to identify specific places for TVET teachers and students, and to ensure strategic responses to the national HRD Plan.<br><br>The private sector, including employers, to be approached to fund additional TVET scholarships.   |
| More accessible TVET provision.   | Support for non-formal providers that are owned and managed by special needs groups to be continued and expanded.<br><br>Providers to consider evening and week-end courses, to open up access.<br><br>The development of distance learning delivery modes and materials to be actively encouraged.<br><br>VIT campuses to be strategically located to maximize access.<br><br>User-friendly information about TVET options to be widely disseminated and promoted. |

## Goal Seven: Sustainable Funding

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| An increased share of Education funding for TVET. | MoE budget to be reviewed to achieve an increased share for TVET from the 0.7% allocation in 2003. |
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|   | <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>  |
| <p>Achieve sustainable and coordinated funding for non-formal TVET providers.</p> <p>Achieve sustainable and coordinated funding for formal TVET providers.</p> | <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> <p>The Council of Ministers Working Party on a Training 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> |