

VANUATU EDUCATION SECTOR STRATEGY 2007 – 2016

*Built on Partnership to Achieve
Self-Reliance Through Education*

Incorporating the Ministry of Education Corporate Plan and Medium-Term Expenditure Framework for 2007 - 2009

December 2006 Working DRAFT



“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.”

Article 26, Universal Declaration of Human Rights

Table of Contents

	Page
1. Introduction	3
2. Overview of the Sector	5
2.1 The Setting	5
2.2 Infrastructure and Services	6
2.3 Structure of the MoE	7
2.4 Current Development Programs	8
3. Vision, Mission, Goals, Cross-Cutting Issues, and Values	13
4. Issues, Challenges and Constraints	16
5. Policies and Strategies	19
5.1 Sector Policies and Indicators	19
5.2 Key Strategies for Implementation	22
6. Key Programs for the Medium-Term	30
6.1 Priority Programs	30
6.2 Inter-sectoral Linkages	31
6.3 Elements of Uncertainty in the Program	32
Appendices:	
Issues and Constraints	33
Proposed New Models of Komuniti Skuls, Basic Education Schools Secondary Colleges, Vanuatu Polytechnic	38
Pacific Definitions of Literacy, Numeracy, and Life Skills	40
Acronyms and Abbreviations	41

1. Introduction

Welcome to the final draft of the Vanuatu Education Sector Strategy (VESS). This draft Strategy is being presented to the Development Committee of Officials, and the Council of Ministers for final comments and approval of its broad directions. Work will begin on implementing selected VESS initiatives in 2007. This will allow time to continue the work on more fully costed workplans and to prepare VESS 2008 – 2017 for submission through the normal GoV planning and budget processes, and for donors to assess VESS and consider how they can pool funds into a long-term sector-wide approach commencing in 2008.

The VESS builds on the strengths of previous plans but also moves into a new future where ni-Vanuatu people take fuller control of the development agenda for education. The theme of self-reliance is important, as the key objective of the education sector and the way of working within the Ministry of Education. The VESS is also a vigorous reaffirmation of the right to education. Without a minimum level of education, people have difficulty in exercising their civil, political, economic and social rights. Education is the key to protecting our culture and identity and to developing individuals, communities, and the productive sectors.

VESS will provide the new, authoritative plan to guide the directions and development of the Education Sector. This is because:

- VESS is home-grown – it has been conceived and is owned by ni-Vanuatu. Every effort has been made to engage stakeholders, including students, teachers, administrators, parents, chiefs, provincial governments, women’s groups, churches, education authorities, business and industry, other Government agencies, and politicians. Over the last nine months, there have been consultations at school, provincial and national levels, culminating in the first Vanuatu Education Summit in November. Recommendations from the National Summit have been incorporated into this final draft. Other Summit recommendations will be presented to the National CRP Summit in 2007.
- VESS addresses some longer-term policy and performance issues (described by the Education Summit master of ceremonies as previously “tabu”). These “bigfala issues” include the dual education system, bi-lingualism, literacy and languages of instruction, compulsory basic education, the quality of teaching, the relevance of curriculum, decentralization to the provinces and school communities, and safe and healthy school facilities for our children.
- The Strategy is based on facts and research. DoE staff undertook a comprehensive analysis of existing data and reports about Vanuatu education, and research on international sound practice and lessons learned in other developing countries and in the region. This analysis also identified information gaps which are currently being addressed through a national school census. Together, this will provide baseline data against which progress in achieving VESS can be measured.
- The VESS has been conceived as part of Vanuatu’s first sector wide approach (SWAp) and includes a strong commitment to new international agreements to improve aid effectiveness. It is also part of the GoV’s

commitment to moving to medium term strategic and expenditure frameworks. It takes a longer-term view across the sector but it also tries to identify the key priorities, which we can realistically hope to address in the next three years.

- The VESS takes an integrated view of what can be achieved through a better use of existing GoV resources and the support of donors and development partners. The Ministry of Education has committed itself to leading these Education SWAp processes, driving the reform and strengthening of the Education Sector, and working more closely with GoV agencies and donors.

During the process of developing the VESS, it has become clear that we have a lot to be proud of in the strengths of our education system and the selflessness and inspiration of many of our teachers and education leaders. Our efforts are achieved in partnership with and the support of parents, communities, Education Authorities, civil society, and the private sector. These partnerships are central to our planning. VESS is based on an important re-commitment to the importance of partnerships in managing and strengthening the education sector.

A lot has been achieved in the last nine months. In presenting this draft VESS, it is also recognized that the costings and work plans are not as fully developed or as sophisticated as many donors prefer under advisor-driven projects, but they are improved and credible compared to earlier drafts. Similarly, it is recognized that donors expect more information on the government's past, current and future investment in education. Our finance and policy staff have made good progress, and DESP and DoF are willing to help. But more time is needed. We have had very little external assistance compared to most SWAps. While it was tempting to bring in overseas advisors to complete this work, we were concerned not to undermine local ownership. Work will continue to build up local capacities in these areas and to reach agreements with donors to our requests for the kind of additional technical assistance we believe we need.

Education is one of the most effective tools societies have to enable people to contribute and to share in the benefits of sustainable economic and social development. Education is a basic human right. Education reform requires a long-term commitment and also some quick results.

We invite you to join us on this critical journey.

The Honourable Joe Natuman
Minister of Education

Daniel Lamoureux
Director-General of Education

2. Overview of the Sector

2.1 The Setting

The Education Sector comprises:

- Over 500 schools, 797 kindergartens, and several national institutions which, under the leadership of school committees and councils and the support of parent-teacher associations, deliver education services to over 65,000 students.
- The sub-sectors of early childhood education, primary education, secondary education, technical vocational education and training (TVET), distance education, and tertiary education.
- National services such as teacher training, curriculum, examinations, and the national scholarships office.
- National advisory groups such as the National Education Commission and the National Education Advisory Council.
- The Teaching Service Commission.
- Education Authorities, notably the churches which are registered to manage some schools.
- The Department of Education and six Provincial Education Offices and their Boards which provide overall leadership, management, monitoring and evaluation of the sector.

The MoE is the largest service deliverer and employer in Vanuatu. On behalf of the GoV, it is responsible for delivering the education aspects of the Millennium Development Goals and international agreements such as Education for All and respect for the rights of children. This includes the GoV's commitment to achieving universal primary completion (UPC), improving literacy, and to developing skills for the productive sectors (rural and urban). The MoE faces the challenges of responding to a fast growing population, and growing demands and expectations from parents and students and communities, and from the formal economy. The MoE is the largest and most complex of the Ministries, with services delivered across Vanuatu. This brings with it the special challenges and costs of supporting and monitoring services and school infrastructure to rural and remote areas.

The MoE has recently been asked to take leadership for the development of a national Human Resource Development (HRD) Plan. This is welcomed as it will provide strategic direction for the scholarship programs and enable us to better align courses and curriculum and decision-making with the development of Vanuatu's productive sectors. The MoE is the vehicle for GoV engagement with the University of the South Pacific (USP).

The MoE actively represents the GoV on the USP Council and the Board of the Vanuatu Maritime College (VMC) and from time to time is asked to contribute to national planning for developments such as the Vanuatu Agricultural College. The MoE is also expected to work cooperatively with the non-government sector

and to encourage and support NGOs, civil society, and other agencies to share some of the responsibilities and costs of education services.

2.2 Infrastructure and Services

In cooperation with the Education Authorities and other agencies, the MoE has responsibilities for the following facilities:

Table No. One: Infrastructure in the Education Sector

Pre-Schools	797
Primary Schools	443
Secondary and Technical Schools	78
Vanuatu Institute of Technology	1 plus two new VIT Provincial TVET Centres being established in Luganville and Tanna
Vanuatu Institute of Teacher Education	1
Curriculum Development Centre	1
Examinations and Assessment Unit	1
Training and Scholarship Coordination Unit	1
Teaching Service Commission	1
Department of Education	1
Provincial Education Offices	6
National UNESCO Centre	1
National UNEVOC	1

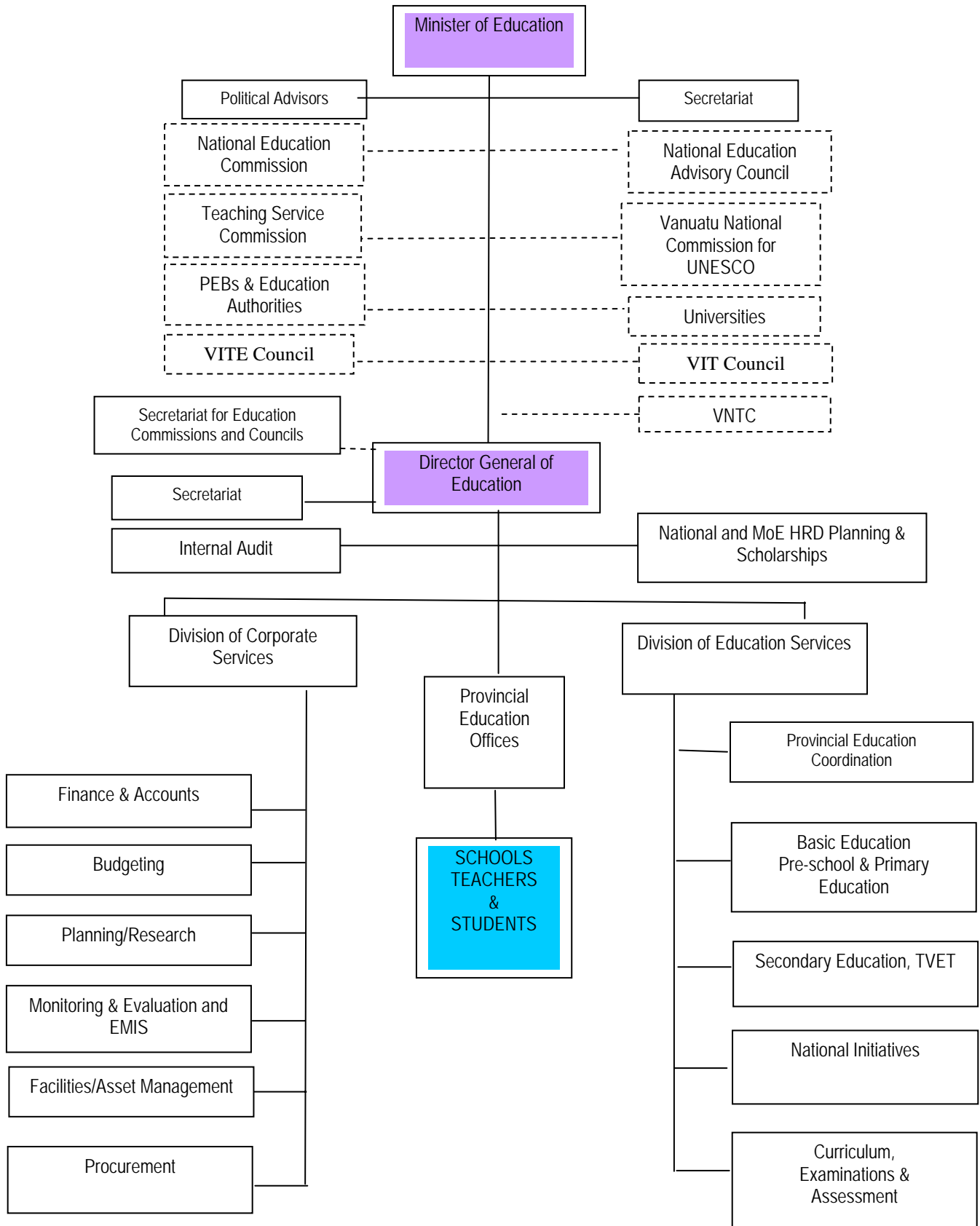
The number of pre-schools and schools varies from year to year as they are opened and closed by their owners. 44.2% of schools are on customary land, 27% are GoV-owned, 12% are owned by other agencies, and no data is currently available for the remainder. Land disputes create problems for some schools.

The key services and products provided are:

- Teaching and learning services
- Development, maintenance, printing and distribution of national curriculum and associated learning materials
- School-based assessment, national examinations, student selection processes, and regional benchmarking
- Teacher recruitment, deployment, pre-service, in-service, and supervision
- Financial and auditing services
- School construction, maintenance and repair, and furnishings
- Procurement and distribution of school stationery and equipment
- Registration of education authorities and schools
- The national scholarship program.

2.3 Structure of the Ministry of Education

Fig. 1 An Overview of the Revised Structure of Education



This restructure of the Ministry of Education was presented on the 13th November for the Public Service Commission's approval. The proposed new structure is consistent with the VESS. Key tasks and resources will be progressively decentralized from the Department of Education in Vila to the six Provincial Education Offices. The five Director positions will be reduced to two and a new HRD Unit will be established, headed up by a Principal Education Officer. It is hoped that these three senior positions will be advertised and recruited by February, and that most other positions will be resolved by July 2007.

2.4 Current Development Programs

An analysis of funding available in the Education Sector shows that:

- On an annual basis, the GoV provides around 1.9 billion vatu to the Education Sector. In relative terms this is around 23% of total GoV expenditure and around 5.6% of GDP.
- Whilst this is generous comparative to other Pacific Island Countries, almost 90% of these funds are expended on salaries and associated costs. There are insufficient funds for core services such as books, clean water and sanitation in schools, training of pre-school teachers, school maintenance.
- Since Independence, the development of the Education Sector has been essentially and generously funded and driven by donors and development partners, and international advisors.
- There has been insufficient harmonization or coordination of these donor activities. As a consequence the Education Sector has been developed around the different agendas and parallel offices and systems of donors, rather than around a GoV national education sector strategy. The time and energies of education staff have been consumed by responding to donor projects and advisor needs, and local ownership, self-reliance, and trust has been lessened. There continues to be duplication and waste.
- Funds have been managed by donor project teams and advisors, not pooled or available to the MoE as part of budgetary support.
- Despite the generous support of the Gov and donors, key strategic targets are not being delivered. This includes, for example, the achievement of universal primary education, improved levels of literacy, and safe drinking water and sanitation in schools.
- There has been little evaluation of the impact of donor interventions, and most of this has been donor/ advisor-driven, with few lessons for local staff to learn.

This is not to suggest that the efforts of donors have not been valuable or appreciated. In fact, growth in donor support to the sector is critical. Responsibility for these problems must be shared. With international agreements on aid effectiveness principles, the time has come for Vanuatu to claim leadership of the Education Sector Strategy and to coordinate donor inputs, and for all GoV and donor funding to be pooled in new funding modalities, using GOV

and MoE systems and under MoE management. Section six of this VESS will focus on a new direction for the Education Sector Development Program.

The table below provides a summary of the current development program in Education, all of which is donor-funded. The funds are estimates based on the best information available from donors and the MoE's records. As most of the funds are not in the form of direct budgetary aid, it is difficult for the MoE to track this support accurately.

Table No. Two: Current Development Programs

Program	External Funding Source	Description	Time Frame	Total (Vt million)
VSSEP	AusAID	VSSEP aims to extend secondary education to accommodate the increasing demand for secondary and tertiary graduates. The project is conducted so as to increase contracting opportunities for small-scale building contractors and hence to develop the national construction industry. School materials and equipment are also provided.	2004-October 2006	640
TVET	AusAID	The TVET program has the following components: <ul style="list-style-type: none"> • Strengthen skills training for the formal economy • Strengthen skills training for rural and provincial development • Strengthen VNTC • Strengthen MoE and MYDT. 	2005 - 2011	1,040
SWAp establishment	AusAID	<ul style="list-style-type: none"> • Long-term education planner/ capacity-builder • VESS initiatives, TBA in September 06 	2006-7	80
Scholarships, volunteers, and small grants	AusAID	AusAID also provides small grants and scholarships, and funds volunteers and youth ambassadors to the sector.	2005/6	260,000
Edutrain including SWAp planning support	EC	The overall objective is to contribute to the development of human resources in Vanuatu. The purpose is to implement the basic education years 7 and 8. The five result areas are: <ul style="list-style-type: none"> • Establishment of the Vanuatu Education Management Information System (VEMIS) • Rehabilitation of the Provincial Education Offices to meet decentralized needs • Support for training of teachers to basic education Years 7 and 8 through an in-service teacher training system • Support printing and distribution of revised Year 7 and 8 curriculum. Support initiation of new basic skills curriculum • Improved infrastructure at designated schools <p>In 2006, the project has provided an eight-month Technical Advisor to assist the Director-General</p>	2005-8	621

		with SWAp and VESS planning.		
VATET	EC	The VATET Project aims to strengthen the tourism and hospitality sector through the construction of a national tourism and hospitality centre at VIT and the strengthening of the curriculum, teachers, industry links, and rural programs.	2004-7	354.5
SERP	EC	Includes a component to establish, promote and strengthen internal audit and to strengthen financial control within the MoE and the education sector.	2005-6	21.45
Education Assistance Program and SWAp establishment	NZAID	<p>The goal of the EAP is to assist the Vanuatu GoV to sustainably improve the quality of teaching and learning in primary and junior secondary education. The objectives are to provide the Vanuatu MoE with advice, assistance and technical expertise to enable the support and development of:</p> <ul style="list-style-type: none"> • Key personnel in the education sector • Curricula, educational materials and examinations • English language materials and training • Book Flood initiative • Review of VITE • VEMIS software development <p>In 2005, NZAID sponsored a whole of GoV study tour to the Solomon Islands to explore the Education SWAp. In 2006, funds were provided for the provincial, school and national VESS consultations.</p>	2003 – June 2007	365
NZAID Scholarships and small grants		NZAID also assists through its small grants and scholarship schemes.		150.5
PASEV Project	France	The PASEV project assists with a computerized management information system (OPAD) for colleges and associated training in its use. It also supports the professionalism of six national teacher trainers.	2003-6	19.5
Various, including SWAp establishment	France	<ul style="list-style-type: none"> • Support to administrative and executive staff of the Lycee Antoine de Bouganville; annual grant and scholarships to the Lycee Francais de Port Vila, • Support to French as Foreign Language Teaching through teacher training and materials • Grants to VITE under the Vanuatu and New Caledonia Cooperation Agreement • Grants to VIT and scholarships to New Caledonia vocational Lycees • Grant funding and scholarships • Some TA/ teachers, including TA to the Director-General 		106.3

		<ul style="list-style-type: none"> Funds and TA for national school census as part of the SWAp and research for the VESS 		
Appui au Sector Educatif	France	<ul style="list-style-type: none"> Strengthening and responding to education priorities jointly identified from the VESS. 	2006 - 2010	350
SWAp establishment	World Bank/ EFA FTI	<ul style="list-style-type: none"> Provision of international education costing specialist Offer of a short-term international education planner 	2006 – 7	
Various maths, music, and PE, and volunteers	Japan	<p>Japan provides assistance in:</p> <ul style="list-style-type: none"> Volunteers, and a volunteer coordinator Strengthening of primary maths teaching, through teacher training, teacher manuals and train the trainers A small grants scheme for classroom construction and furnishings in 2005 	<ul style="list-style-type: none"> Ongoing/ occasional 	Unknown
Child friendly and child protection programs	UNICEF	<p>Assistance is provided through:</p> <ul style="list-style-type: none"> The child-friendly school pilot on Tanna Supporting training for Pre-School Coordinators and field activities and improve model kindies in 6 provinces Child Protection program in three provinces, including public awareness activities and production of materials Maths, music, and PE volunteers in primary schools 		21.7
Primary Education Improvement Project (PEIP)	PRIDE	<ul style="list-style-type: none"> Distance learning policy. Providing a local consultant on language policy options. Develop and pilot an open and distance learning system, reforming the 2 year VITE curriculum for primary education teachers into a school-based, distance learning mode. Contribute to VEMIS by procuring and piloting technology for the direct entry of data at provincial level and reviewing and improving the school survey templates. 	2006 --7	13.5
Leftemap RTC Strengthening	Peace Corps	<p>Partnership to train and provide field-based support for early childhood literacy teachers and develop diagnostic assessments, local materials (with EduTrain support)</p> <p>Partnership to strengthen RTCs.</p>	2005 -11	Unknown

The Education Sector has a very large number of donor-funded advisors and volunteers. The VESS seeks to make a more strategic use of these advisors and volunteers to ensure that the Education Sector is not diverted from its agreed agenda and those opportunities are not taken away from ni-Vanuatu to learn how to manage their own education system, including learning from their own mistakes. Under VESS, the MoE will seek to match a local advisor/ volunteer with every international advisor/ volunteer. The following table provides an estimate of the number of donor advisors and volunteers operating in different parts of the education sector.

Table No. Three: Advisors and Volunteers in the Education Sector in 2006/7

Donor/ Development Partner	Brief Role of Advisors/ Volunteers	Number
AusAID	<ul style="list-style-type: none"> • TVET International Advisors • TVET Local Advisors • AVIs • AYAs • PACTAF 	5 3 2 3 3
EC	<ul style="list-style-type: none"> • EDUTRAIN International Advisors • EDUTRAIN Local Advisors • SERP International Advisor 	3 1 1
France	<ul style="list-style-type: none"> • International Advisors 	6 plus STA from New Caledonia
NZAID	<ul style="list-style-type: none"> • International Advisors 	2 (VEMIS). 13 STAs (EAP)
Japan	<ul style="list-style-type: none"> • International Advisors • International Volunteers 	1 13
Peace Corps	<ul style="list-style-type: none"> • International Advisors 	?
UNICEF	<ul style="list-style-type: none"> • International Advisors 	1
PRIDE	<ul style="list-style-type: none"> • International Advisors 	1

3. Vision, Mission, Goals and Values

3.1 Vision

Our vision is for a caring education system which provides every young person with the lifelong skills, values, and confidence to be self-reliant and to contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools.

3.2 Mission

Our mission is to provide student-centred education that is accessible, relevant, sustainable, responsive, and of good quality, to guarantee every young person:

- Pre-school and basic education to year 8, including literacy, numeracy, life skills, and livelihood skills, respect for our history and culture, and respect for human rights;
- Expanded opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to participate in and manage their schools;
- A well-managed and accountable education system which focuses on building the human resources of Vanuatu, improving learning, living, and working opportunities, and enabling young people to contribute to the productive sectors in both rural and urban areas.

3.3 Student Outcomes at the End of Basic Education

All students who successfully complete Year 8 will be able to contribute to development within their family and community and be able to continue their education or return to education at a later date. They will have:

- Literacy
 - In vernacular, and
 - Be able to communicate in English and French
- Numeracy; and
- Life Skills
 - Traditional knowledge and skills
 - Health and nutrition
 - Basic self-confidence and discipline
 - Practical skills for sustainable development and rural living including food security
 - Enterprise skills for generating and managing money

3.4 Student Outcomes at the end of Secondary and TVET

All students who successfully complete Year 12 or higher will be able to gain employment in the formal economy or in public and community service, develop self-employment and income-generation opportunities, and/or continue on to higher education, through skills in

- Communication and fluency in vernacular, English and French
- Mathematics and science
- Enterprise and business skills
- Computers and information technology
- Self-confidence and self management and lifelong learning
- A good understanding of the world of work, career and course choices, and specific skills as identified in the National HRD Plan to contribute to the productive sectors

3.5 Student Outcomes at the End of Higher Education

Students, who successfully complete a diploma, a degree, or a post degree program, will be able to gain employment in the formal economy and public service. With experience and regular updating of their skills, they will be able to secure promotion, move into management and government positions, and develop new schemes and opportunities for economic and social development

3.6 Goals 2007 - 2016

1. Achieve universal primary education completion, strengthen literacy, languages, and numeracy, and develop a national pre-school curriculum and pre-school teacher training program
2. Continue to expand and improve affordable bi-lingual secondary, technical, and higher education which meets national and international standards.
3. Provide more relevant and accessible curriculum, materials and assessment systems
4. Provide qualified, productive and well-supported teachers for every school and strengthen the professional competence of teachers
5. Bring the education, management and facilities of every school up to a sustainable minimum standard, able to provide a safe and caring learning environment, and continuously improving its services
6. Strengthen the effectiveness, productivity, accountability, transparency, governance, and decentralization of the education system and build capacities for results-based management at all levels

7. Strengthen partnerships at national, provincial and local levels, and empower school communities

3.7 Cross-Cutting Issues

- Access and equity: targeted measures to address inequities in access and achievements, and a special focus on women, poverty alleviation, rural and remote areas, people with disabilities, and young people in urban settlements.
- Communication and involvement: an approach based on improving communication and participation across the sector.
- Sustainability and the Vanuatu way: respect for language, culture, history and indigenous knowledge. Local solutions for local problems through building self-reliance and aid effectiveness.

3.8 Values

- Students and schools first
- Transparency, fairness, equity, and respect
- Professionalism and accountability, focused on results
- Grounded in the best of Ni-Vanuatu culture and open to the knowledge of the world
- A team/ family approach

4. Issues, Challenges and Constraints

The MoE has identified a range of issues that should be addressed over the longer-term to 2016. These issues should not be used to undermine the achievements and commitment of the MoE and many hard-working teachers and administrators. Through the SWAp the Ministry has learned the value of frank and open discussion of problems. This enables agreement on the issues and a shared commitment to identifying appropriate solutions. The full list of issues is included as a table in appendix one. A summary is provided here, focusing on the priorities to be addressed in 2007 - 2009.

4.1 Four Key Challenges

Given the limited resources and capacity available to improve the education sector, it is important to take a strategic approach and to focus on a small number of priority issues. For the 2007 – 2009 time period, the four priority issues that will be addressed are:

- The MDGs of universal primary education completion and literacy goals which, under present arrangements are not likely to be achieved in Vanuatu, combined with resolution of the issue of the language(s) of instruction and a strategy to achieve bi-lingual schools.
- Strengthening education quality and relevance through improved teacher professional competence, appropriate curriculum, more books and learning materials, and better school facilities.
- Greater focus in the secondary and TVET education levels through the development of a national Human Resource Development Plan, support for the productive sectors, and more equitable access.
- Increased efficiencies and partnerships in the system through capacity building at the institutional and school community levels, decentralization, mergers and closures of unsustainable schools and units, and revised financial allocations.

Data suggests that only 74% of primary-aged children are enrolled in school, and not all of these complete Grade 5. Achieving the **universal primary education and literacy MDGs** requires attention to a number of policy and education matters. GoV policy does not currently require basic education to be compulsory and there are no initiatives in place to identify and bring all out-of-school children into school. Whilst tuition fees are prohibited in primary schools, other charges are collected and students are excluded for lack of payment. Despite the importance of early childhood education, the Government leaves the responsibility for this to others, and there is no national curriculum or pre-school teacher training requirements. The heritage of the dual education colonial system has not worked to build strong literacy skills, pride in vernacular languages, or bi-lingualism. The dual system is expensive, unsustainable, divisive, and inequitable. Whilst there will be high transition costs to move to a single multi-language system, this will be more affordable in the longer-term. This process needs to be speeded up. At the other end of the spectrum, insufficient provision

of opportunities for adult literacy and parenting programs has a negative impact on literacy rates and life skills for the over-15 age group.

The **quality and relevance of education** also presents substantial challenges. We need to do more to engage teachers in the strengthening of the education sector. They are the key agents for change and quality. The professional competence of teachers needs to be strengthened and their productivity increased, while concerns about the effectiveness of the Teaching Service Commission as an employer and the poor state of teacher housing must be addressed. Teacher pre-service is too expensive. There are too many unqualified teachers. Rural and remote teachers are disadvantaged in their access to in-service and support. The unlawful use of corporal punishment must be stopped. Other institutional matters that impact on the quality of education, such as the need to separate teacher support and supervision from audit and compliance functions, also need to be addressed. A major effort is needed to open up and strengthen the processes of curriculum development to ensure that the curriculum is relevant and balanced. The separation of curriculum and examination structures, needs to be rationalised and these functions strengthened. Schools facilities do not currently meet minimum standards. Maintenance and upgrading of school facilities is a big and expensive challenge. Most schools have no adequate water supply, power source, no phone radio fax or transport. There are acute shortages of learning materials such as books, stationery, and basic equipment and tools. School communities, school councils and committees, parent-teacher associations, and principals and teachers need to be empowered to effectively manage their schools as student-centred caring and accountable institutions.

Secondary education, TVET, higher education, and scholarships currently operate without the guidance of a national Human Resource Development Plan. These sub-sectors must be more focused on supporting the productive sectors (urban and rural), and access to these levels of education should be increased, especially for the poor. There is a low transition rate from primary to secondary education, with gross secondary enrolments at only 32 percent, and much lower in TVET and higher education. Furthermore, the opportunities to access secondary and TVET education are unfairly distributed between provinces, between urban and rural areas, and between boys and girls. There are insufficient qualified secondary teachers, while the secondary school curriculum is traditional and designed to educate a limited number of academically inclined students. More TVET and technology courses in more provinces and locations are required to meet the current and future needs of students and the nation. Registration as TVET providers is not compulsory and only one course has been accredited by the VNTC. We need to strengthen the VNTC to monitor quality in the TVET sub-sector, and explore the feasibility of an apprenticeship system, increased diploma programs, strengthened trade testing, and shared responsibilities with the business sector. There are too many stand-alone tertiary institutions, and these are clearly unsustainable.

A related issue is that many donors are interpreting international agreements to limit their assistance to basic education. The GoV's national planning (and all our consultations) also gives priority to training for the productive sectors. VESS

gives priority to basic education but also includes targeted assistance to post basic education that contributes to the productive sectors and economic growth.

A range of institutional matters needs to be addressed to increase **efficiencies and capacities** in the education system. Currently, the education sector is too centralised and typified by an urban bias. School administration and support, and teacher placement and discipline need to be decentralized. This must be accompanied by the reallocation of funding and resources from the DoE. Provincial Education Offices and Education Authorities need to be strengthened. Many schools are too small and poorly located. Salaries consume over 90% of education funding. Student: teacher ratios are low, repeat and absenteeism rates are too high, and students are not receiving the teaching contact hours required under national policy and international minimum standards. Unit costs are high. More sustainable and affordable school models need to be explored. At the national level, mergers are also required to achieve more affordable and sustainable models. There is much that can be done to improve information sharing and raise public awareness about the importance of education and key education issues. An effective Vanuatu Education Management Information System (VEMIS) must be established as a matter of urgency. VEMIS will need assistance from other goV departments to improve the reliability of population data and projections. There are other whole of Government issues which further impede school capacities and inefficiencies, including insufficient financial delegations from the Department of Finance, and poor and expensive communication and transport infrastructures.

Within these four broad priorities, specific initiatives are proposed for 2007 – 2009 (refer to Section Six).

5. Policies and Strategies

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship amongst all nations, religious groups... for the maintenance of peace.” Article 26 Universal Declaration of Human Rights

5.1 Sector Policies and Strategies

Vanuatu has placed a high priority on education. The sub-title of the new Priorities and Action Agenda (PAA) 2006 – 2010 is: *An educated, healthy and wealthy Vanuatu*. The national vision is:

By 2015 Vanuatu will have achieved a significant increase in real per capita incomes, along with a steady growth in levels of employment. Within the region, Vanuatu will be among the leading countries in achieving the Millennium Development Goals in education, health, environmental management, and other key social indicators. Public sector reforms will have raised standards of governance, levels of productivity in the civil service, and will have resulted in higher standards of service and managerial accountability. Through continuing structural reform, Vanuatu will have established an effective, enabling environment to sustain the private sector growth, which it aims to achieve in output and employment. (draft PAA 2006 – 2010)

The VESS recognizes that the education sector must strike a balance between its roles in:

- Alleviating poverty and achieving universal primary education completion for all young people.
- Developing the human resources of the nation to enable young ni-Vanuatu to build sustainable self-reliant futures and to participate in the productive sectors in both rural and urban settings.
- Supporting and teaching history, culture and traditional knowledge.
- Opening up the door to the knowledge, new technologies, and opportunities of the world.

This balancing is the basis of the VESS. It is why the MoE must continue to work openly with all stakeholders.

The preparation of the VESS has highlighted the need for further policy work and amendment to legislation and regulations. The proposed policy objectives and indicators are listed below and will be the basis of policy and legislative work in 2007 - 2009.

Table No. Four: Policy Objectives and Indicators

Policy Objective (All policies assume gender equity, and equity across provinces)	Indicator (NB: all indicators will collect by male and female and rural and urban and will identify people with disabilities to ensure improvements in access).
Policy: Basic Education: Universal Completion, Literacy, Numeracy and Life Skills Compulsory attendance in basic education for	Net enrolment ratio in primary years 1-6 to increase from 74% in 2006 to 85% in 2010 and 100% in 2015. (To be confirmed after school census

<p>school-age children.</p> <p>All children should commence Year 1 by age 6.</p> <p>Review/ clarify Year 7/8 and centre school policy (Education Circular 2005).</p> <p>Support one year of pre-school for every child by age 5 and promote the importance of pre-school and early childhood development.</p> <p>Prohibit compulsory school charges and exclusion of students for non-payment in basic education schools. Encourage parents and communities to provide voluntary support to schools. Increase block grants to schools to compensate for loss of income from charges.</p> <p>Confirm language of instruction in the formal education sector to include use of vernacular as language of instruction in pre-school and first two years of basic education to develop literacy and conceptual skills and cultural identity in mother tongue.</p> <p>Encourage schools and other providers to offer adult education in literacy and parenting classes.</p> <p>Adopt the Pacific definitions of Literacy, Numeracy, and Life Skills (refer appendices).</p>	<p>validation).</p> <p>Survival rate to Year 5 to increase from 91% of those enrolled to 95% by 2010 and 100% by 2014.</p> <p>No drop-outs in Years 1-6 by 2015 and in Years 7-8 by 2020.</p> <p>Reduction in repeater rates.</p> <p>Net enrolment ratio of 100% in years 7-8 by 2020.</p> <p>Problem of over-age students in basic education removed by 2020.</p> <p>Literacy and numeracy rates in national surveys improved, against regional and international benchmarks.</p> <p>Increase in multi-lingual books and learning materials, and books to student ratios.</p> <p>Effective national reading program.</p>
<p>Policy: Bi-lingual Schools</p> <p>Confirm language of instruction in the formal education sector to include:</p> <ul style="list-style-type: none"> • Use of vernacular as language of instruction in pre-school and first two years of basic education to develop literacy and conceptual skills and cultural identity in mother tongue. • Phased introduction of either French or English from Year 3 as the language of instruction. • Phased introduction of the second global language (English or French) as a language of instruction from Year 7. • Bi-lingual instruction from Year 9. <p>Encourage merger of Anglophone and Francophone schools to form bi-lingual schools. No new single language schools to be approved.</p> <p>Support introduction of other languages as subjects.</p>	<p>Number of bi-lingual teachers and education staff increasing annually.</p> <p>Number of bi-lingual schools increasing annually with all schools operating bilingually by 2015.</p> <p>Number of bi-lingual students increasing annually.</p> <p>National curriculum (from Year 3) available in English and French.</p> <p>Increase in multi-lingual books and learning materials, and books to student ratios.</p>
<p>Policy: Teachers, Curriculum, School Management, School Facilities</p> <p>Merge VIT and VITE to strengthen pre-service and in-service for teachers and educators and provide provincial campuses and school support centres.</p> <p>Decentralize teacher employment, placement, support and supervision from the Teaching Service Commission to the PEOs.</p> <p>Curriculum development processes to involve stakeholders.</p> <p>Merge Curriculum Development Centre and Examinations and Assessment Unit, and establish</p>	<p>VIT and VITE merged by 2008.</p> <p>All teachers qualified by 2015.</p> <p>All teachers undertake at least 3 weeks in-service every three years.</p> <p>Training for PEBs, school council and committee members, and parent teacher associations in at least two Provinces each year.</p> <p>CDC and EA Unit merged by 2008 and on one location by 2009.</p> <p>Stakeholders more involved in curriculum development processes.</p>

<p>Vanuatu Board of Curriculum, Assessment and Examinations.</p> <p>Establish national standards and criteria for sustainable schools:</p> <p>School location and accessibility, water, power, sanitation, communications, classrooms, libraries, science laboratories, boarding facilities, staff housing,</p> <p>Minimum size of schools (basic and secondary, urban and rural).</p>	<p>No new schools to be approved/registered unless they comply with national standards and criteria and new school models.</p> <p>Provincial and National School Facilities Plans in place and being implemented.</p> <p>Every school implementing a School Improvement Plan by 2009.</p>
<p>Policy: Secondary Education, TVET, Higher Education, Scholarships</p> <p>Expand places and equity of participation in secondary and TVET and scholarships, in line with the PAA and National HRD Plan.</p> <p>Target poverty-based and equity scholarships.</p> <p>Merge VIT and VITE to form Vanuatu Polytechnic. Encourage other stand-alone tertiary providers (eg Nursing College, Agriculture College) to cooperate.</p> <p>Review VNTC Act, requiring compulsory registration of all TVET providers and accreditation of TVET courses.</p> <p>Consider student loan and business levy policies, and strategies to develop alliances with the private sector.</p> <p>Support integration of AUF and transfer of DAEU to the USP Emalus Campus, and delivery of more degree programs in Vanuatu.</p> <p>Positively consider proposals for a Regional Francophonie University.</p>	<p>National HRD Plan to be in place by 2008.</p> <p>At least one secondary school centre of excellence in every Province by 2009.</p> <p>At least one VIT TVET Centre and /or school offering TVET courses in three Provinces by 2009.</p> <p>Net enrolment ratio in secondary to increase from 32% with more places in rural Provinces.</p> <p>Net enrolment in VIT and TVET courses in schools to increase by 2015.</p> <p>Secondary and TVET fees and charges reduced and complying with MoE regulations.</p> <p>Number of secondary and TVET scholarships increased.</p> <p>Increased number of TVET providers registered and TVET courses accredited with VNTC.</p> <p>USP Campus and Centres in Vanuatu strengthened and enrolling more ni-Vanuatu students.</p>
<p>Policy: Sustainable School Models and a Cost-Effective Education System</p> <p>Move to more affordable and sustainable school models, including Komuniti skuls, Basic Education schools, Secondary/Technical Colleges.</p> <p>Maintain GoV allocation to education to a minimum of 22% and strive to increase this to 27% by 2010.</p> <p>Review and reinforce policies re student: teacher ratios, including maximum students per teacher.</p> <p>Whole of GoV support to reducing/ controlling proportion of education allocation committed to salaries.</p>	<p>Improved student: teacher ratios from to in primary education.</p> <p>Improved student: teacher ratios from to in secondary education.</p> <p>Increased instruction time to meet national policies and international standards (of 850 – 1000 per year for primary education).</p> <p>New school funding allocation models in place by 2009. Proportion of funds (block grants) going to schools (especially basic education) increased.</p> <p>Unit costs reduced in the secondary sub-sectors.</p> <p>Increased number of school audits, reports, and follow-up on recommendations per year.</p>
<p>Policy: Decentralization, Monitoring and Evaluation, Partnerships,</p> <p>Implement effective and appropriate decentralization model in education sector.</p> <p>Increased financial delegations and accountabilities at DoE, PEO and school levels.</p> <p>Return ownership of schools to communities.</p> <p>Explore whole of GoV approach to improving</p>	<p>Restructure of DoE approved and implemented in 2007.</p> <p>Central functions and positions transferred to PEOs in 2007-8, resulting in increased funds and resources at PEO level.</p> <p>PEOffices upgraded and re-equipped by 2009.</p> <p>VEMIS in place and effective by 2009. Accuracy and timeliness of school statistical and financial returns</p>

communications and transport to schools, and reducing associated costs.	improved. PEBs, School Councils, PTAs complying with Education Act. Education Authorities complying with Act.
Policy: Aid effectiveness Aid effectiveness targets delivered in the Education Swap	Donor funds for education provided through Sector Budget Support modality from 2008. No donor/advisor-managed stand alone projects in education from 2008. Paris Declaration targets for 2010 achieved in the Education Sector. Vanuatu Donor Harmonization National Action Plan in place..

5.2 Key Strategies for Implementation 2007 - 2016

5.2.1: Universal Basic Education Completion, Literacy, Numeracy, and Life Skills

- Free national pre-school curriculum to strengthen early childhood development.
- Free national pre-school teacher training certificate able to be delivered part-time in the field.
- GoV funding/ employment of pre-school teachers at K2 level.
- Compulsory primary and basic education policy, coupled with policy to prohibit charges at basic education levels and to provide block grants to compensate schools.
- Pilot of free and compulsory basic education and block grants in Torba. Use lessons learned to extend to other Provinces.
- National initiative to identify and return out-of-school children.
- New Komuniti Skuls and Basic Education School models.
- Adopt the Pacific definitions and measures of literacy, numeracy, and life skills.
- Join the EFA Flagship Program on Education for Rural People and integrate into the life skills curriculum. Integrate enterprise skills into the life skills curriculum.
- Use of approved vernacular languages and Bislama to develop initial literacy skills. Increased hours for literacy throughout komuniti schooling and basic education. New national literacy testing and reporting scheme at basic education levels. Develop national program to strengthen teacher skills in developing literacy skills.
- Expand multi-language book floods. New Literacy Public Awareness and Reading Program and expansion of adult literacy programs.

- Strengthen arrangements for achieving Education for All through an effective EFA Forum, EFA Coordinator, integration of EFA action plan into VESS planning and monitoring.

5.2.2: Bi-Lingualism, Equity, and Special Needs

- Reconfirm GoV policy for bilingualism and move from dual system schools to bi-lingual schools.
- Progressively phase in English and French as the global languages from year 3 to achieve bi-lingualism in secondary colleges.
- Develop additional multi-language learning materials.
- Encourage merger of smaller single language schools to form more sustainable bi-lingual schools.
- Recruit bi-lingual trainee teachers, teachers, and DoE/.PEO staff.
- Provide a national program of additional training and incentives to encourage teachers and educational administrators to become bi-lingual and role models in bi-lingualism.
- Strengthen teaching of languages.
- Re-develop national examinations to ensure equity for English and French speakers and to promote bi-lingualism.
- Integrate AUF and transfer DAEU to the USP Emalus campus.
- Maintain a high focus on students with special needs: girls and women, rural and remote, single parent and orphaned children, children with disabilities, children in urban settlements, youth at risk, and gifted children.
- Monitor equity of access and take appropriate actions to address inequities. National initiatives to attract school-age children back to school.
- Remove inequitable practices eg forcing students into schools and choices against their choice, excluding students for non-payment of fees.
- Feasibility study on community learning centre models to provide more adult, community and parenting education.

5.2.3: Improving Quality: Professional Teachers, Relevant Curriculum, School Management, School Facilities, Schools that Care

- Continue to broaden engagement of teachers in the VESS.
- Merge VIT and VITE as Vanuatu Polytechnic with faculties of education and management, and provincial campuses with in-service/teacher resource centres.

- Expand and strengthen in-service and on-the-job learning opportunities for teachers, principals, school council and committee members, and PTA members.
- Develop and strengthen in-service, in the field training opportunities for pre-school teachers.
- Increase scholarships for teachers to upgrade their subject knowledge and pedagogy.
- Teacher salary increments and increases to move from time-served to performance-based.
- National campaign to ensure that schools and teachers provide the approved annual teaching hours and to increase student: teacher ratios.
- National campaigns to strengthen teaching methods in:
 - Student-centred, action learning approaches
 - Language education, and maths and sciences
 - Education for rural People
 - Enterprise skills
 - Information Technology
 - Assisting teachers to understand their roles under VESS.
- Rationalise roles of ZCAs and School Inspectors and decentralize teacher support and supervision to the PEOs.
- Involve school communities in and speed up the processes of teacher recruitment and placement, transfers, and dealing with complaints.
- Strengthen national curriculum development processes to involve stakeholders and to strengthen literacy, numeracy, life skills, bi-lingualism, maths, sciences, information technology, and key competencies and technical skills identified in the proposed national HRD Plan.
- Increase the availability and numbers of multi-language books and learning materials.
- Merge and strengthen the CDC and EA Unit on one location. Establish the Vanuatu Board of Curriculum, assessment and Examinations.
- Use more curriculum panels and contract writers, including retired teachers. Reduce reliance on overseas curriculum advisors.
- Review options for cost-effective production, printing and distribution systems.
- Stop use of all non-harmonised curriculum.
- Participate in the EFA FTI Flagship, and adapt the Education for Rural People toolkit.
- Recognise enterprise skills as key competencies to be integrated into all Vanuatu curriculums. Establish a national campaign to introduce enterprise

skills learning resources and to assist schools to fund real-life enterprise projects.

- Establish standards for school education quality and management.
- Provide training in planning and implementing school improvement plans and extend the student-centred (child-friendly) school model to all provinces.
- Train and monitor school council, committee and PTA members in school governance and leadership to ensure compliance with legislation.
- Strengthen standards, recruitment and training of school principals and head teachers.
- Review school bursar positions to ensure more continuity and skills.
- Establish national standards and criteria for sustainable school facilities, including size, location, water, sanitation, communications, power, classrooms and workshops, libraries, science laboratories, boarding facilities, staff accommodation, safety, storage, use of more permanent materials, general maintenance and security.
- Provincial and National School Facilities Plans to guide the phased upgrade of school facilities including decisions re new schools, closures, and mergers.
- All basic education schools to be assisted to reach minimum standards by 2015 with 25% assisted by end 2009.
- At least one secondary school to be upgraded to a bi-lingual centre of excellence in each Province by end 2009.

5.2.4 National and Provincial HRD Needs, Secondary Education, TVET, Higher Education, and Scholarships

- Establish a broad task-force (representing public, private sectors and civil society, women and men) to oversee the development, use, and maintenance of a Vanuatu HRD Plan.
- National public awareness and Summit to confirm the HRD Plan in 2007.
- Align scholarships, curriculum and course profiles to HRD Plan.
- Feasibility study for course and career counselling and employment services.
- Secondary colleges to be bi-lingual, more balanced between academic and technical, with improved mathematics, sciences, IT and library services.
- Strengthen VNTC and the Provincial Training Boards, and review Ministerial responsibilities between Education and MYDT. Explore use of Provincial Education Offices to provide cost-effective provincial arms for VNTC.
- Strengthen the quality and relevance of TVET through compulsory registration of providers and accreditation of courses with VNTC. Explore the Solomon Islands system for registering rural training centres as a condition of funding. Strengthen TVET-industry links and industry-based training.

- Incentive funds to increase quality of TVET and to increase TVET in schools and in the private sector.
- Feasibility study on a national Apprenticeship scheme and on strengthening trade testing.
- Merge VIT and VITE to form the Vanuatu Polytechnic and encourage other stand-alone tertiary providers to merge. Establish Provincial campuses. Establish a national course and career advisory service. Longer-term vision for a University of Vanuatu. Further strengthening of Tourism and Hospitality, Business and IT, Management, Business and Finance, and trades.
- Be more proactive re the College of Agriculture and agriculture education.
- Research student loan schemes and business levy models. Increase scholarships for secondary and TVET.
- Support regional models where these are consistent with VESS principles, eg the proposed Australia Pacific Technical College.
- Support regional associations eg Pacific TVET Association, Pacific association for Teacher Educators.
- Integrate AUF and transfer DAEU to the USP Emalus Camus. USP to offer more degree programs at the Emalus Campus. Strengthen USP Provincial Centres. New, larger USP Emalus Library, more classrooms and science laboratories and strengthening of USPNET.
- Establish Vanuatu Scholarships Board, linked to the HRD Task Force.
- Strengthen scholarship procedures for increased access and equity and to reduce terminations and poor progress.

5.2.5: Sustainable Schools and a Cost-Effective System

- Agree on a minimum GoV allocation for Education of 23%.
- Work towards 27% GoV allocation to Education by VESS Phase Two, 2011-2013.
- Review allocation of MoE budget to reflect VESS priorities and based on a per capita formula. Consider transferring school grants direct to school bank accounts rather than via PEOs and Education Authorities.
- Align Education funds to VESS. Reallocate more funds to basic education. Increase funds direct to schools through block grants to schools.
- Reduce/ rationalize high unit costs in secondary, tertiary, and central functions.
- Strengthen management, accuracy, and accountability of teacher data and salaries.
- Limit new teacher positions until student: teacher ratios are achieved.
- Increase instruction time to existing national policies/ regional standards.

- Continue multi-teaching but limit to no more than three grades and increase learning materials.
- National campaign to reduce drop-outs, repeaters, absenteeism, and over-age enrolments.
- Strengthen financial management skills and accountabilities at all levels.
- Rationalise very small, poorly located, single language schools.
- Transfer Years 1 and 2 to Komuniti Skuls and years 7-8 to basic education schools to reduce unit costs.
- Control the number of secondary subjects which require specialist teachers and resources. Reward multi-skilled teachers.
- Move from dual sector to bi-lingual schools.
- Control growth in the number of GoV-funded secondary and TVET places within available funds.
- Improve secondary education standards to reduce the need for extra year(s) of study (Years 13/14/foundation/preliminary) to enter university.
- Reduce the number of positions at DoE and decentralize to PEOs within the current budget ceiling.
- Disband the VIOE, and phase out the TSC.
- Strengthen Audit Unit reporting to the Director-General.
- Promote a partnership approach to sharing the costs and responsibilities for education.

5.2.9: Decentralization, Monitoring, Evaluation, Public Accountability

- Establish and strengthen the Vanuatu Education Management Information System. This will involve:
 - Rationalise data collection systems and templates;
 - Speed up data entry, analysis, and reporting;
 - Complete the school census to establish 2006 as the baseline data year for VESS;
 - Adapt PINEAPPLES to meet data needs across the Education sector, able to monitor VESS indicators, and to link with an expanded school-based systems (OPAD, OGAD, OPEP, BEIST) and FMIS;
 - Strengthen VEMIS staff at DoE and PEO levels;
 - Network all PEOs;
 - Work with other GoV agencies to improve population data and projections;
 - Integrate the MDG education indicators and EFA indicators;

- Take a thorough approach to the mid-term review of Education for All in 2007.
- Restructure the DoE, decentralize the inspection functions, reduce the number of Directors from 5 to 2, decentralizing school support and administration functions (and associated resources) to Provincial Education Offices, enabling the DoE to focus on the core roles of policy, planning, standards, budget allocations, monitoring and evaluation, and reporting.
- Build capacity of the PEOs and the DoE's HRD Unit to take over the functions of teacher employer, with the longer-term view of disbanding the TSC.
- Achieve consistency and alignment with the VESS and GoV Priorities
 - Ensure the VESS engages and receives whole of GoV support.
 - Strengthen and support the National Education Advisory Council to provide broad-based inputs and advocacy.
 - Review and implement the restructure of the MoE. Provide training re the VESS to all Education Sector employees.
 - Review the Education Acts, Regulations, Orders, and Manuals. Update agreements with Education Authorities.
 - Lead and participate in processes to harmonise and align donor education funding and support with the VESS, and through direct budgetary aid. Discontinue donor activities in the education sector that are not consistent with VESS.
 - Continue to build partnerships at all levels to fund, implement, review and update the VESS.
- Strengthen procurement and distribution systems.
- Set up a strong audit unit within DoE to deal with any mismanagement of funds.
- A GoV task force, led by the MoE, to undertake a feasibility study of sustainable school communications and transport options including but not restricted to HF radios, short wave radios, lease lines, boats. Increase budgets for school visits.
- Increase funding for field and school visits, and establish a system and data base for recording all school visits, issues, and follow-up.
- Develop a MoE Information Communications policy and action plan to expand access to the new information technologies, eg the UNDP \$100 school computer powered by foot pedal.
- Increase funding to support more communication with stakeholders. Undertake a national public awareness program including a newsletter/poster, web page, and special community information campaigns on important education issues. Continue regular provincial and national consultations and school community dialogues.

- Work with DoF and other GoV agencies to increase financial delegations to the DoE and PEOs, within an efficiency and controls framework.
- Build school, Provincial and Education Authorities financial management and accountability skills and management for results.
- Ensure GoV control over school bank accounts by requiring all accounts to be under the National Bank Vanuatu.

6. Key Programs for the Medium Term

6.1 Priority Programs

It is anticipated that the VESS will be appraised and revised in 2007, leading to agreements with key donors for a formal commencement in 2008. During 2007, assistance is sought for the planning phase and to pilot some priority initiatives. Some of these activities will be funded by re-allocations within existing Moe resources and donor projects. Draft costings have been developed and presented to DESP and donors, and will be further refined over the next few months.

Pre-VESS Initiatives 2007 (in priority order):

Priority Direction 2007 - 2015	Actions in 2007
1. Provide technical advice to the DoE to lead and manage the SWAp and VESS	<p>Recruit longer-term international technical advisor to assist the DoE to continue to build local capacities to:</p> <ul style="list-style-type: none"> • Revise/ finalise the VESS • Develop and implement 2007/8 action plans • Finalise agreements with GoV and donors on SWAp funding modalities • Continue to promote awareness of the VESS and key education challenges <p>Establish and manage a pool of funds for local and short-term specialist advisors in areas such as costing, facilities planning, bi-lingualism, revision of legislation/ regulations/ manuals, evaluation of Torba pilot, HRD Plan, Child-Centred School coordination, etc</p>
2. Achieve universal primary education completion by 2015	<p>Pilot free and compulsory primary education in Torba Province, preference to children 6 years to 12 years:</p> <ul style="list-style-type: none"> • Promote pilot/ procedures Jan – March to encourage all primary- aged students to be enrolled with 1st term charges paid by end term (May) • Pilot block grants to schools to compensate for loss of charges for terms 2 and 3 • Evaluate pilot <p>Pilot national initiative program for enrolling out-of-school primary children</p> <ul style="list-style-type: none"> • Promote pilot program/ procedures Jan – March • Provide additional travel budget to enable Provinces and schools to identify school-age children who have been out of school for one year or more • As schools enrol and retain out-of-school children they apply for incentive block grant • Scheme continues until 2007 fund exhausted
3. Complete unified national curriculum and provide and distribute adequate learning materials	<p>Strengthen and fast-track curriculum development processes by planning merger of CDC and EA Unit and establishing Vanuatu Board of Curriculum, Assessment and Examinations</p> <p>Complete and continue to strengthen basic education national curriculum and local support materials, including the multi-language Vanuatu school journal.</p> <p>Join the EFA FTI Education for Rural People flagship program.</p> <p>Incorporate Enterprise skills in the curriculum.</p> <p>Expand book: student ratio and stationery: student ratio</p>
4. Professional and competent teachers	<p>Initiate merger of VIT and VITE to form Vanuatu Polytechnic:</p> <ul style="list-style-type: none"> • Appoint interim senior management team under interim council • Recruit technical advisor to mentor/ train the team • Draft legislative changes, merged budget and action plan • Develop Polytechnic Strategic Plan and vision and implementation plans • Give high priority to strengthening teacher pre-service and in-service and establishing teacher support centres in the Provinces <p>National in-service campaign to promote teacher skills and understanding in:</p> <ul style="list-style-type: none"> • Student-centred action learning methods • VESS and Education Directions • Vernacular, literacy, numeracy, bi-lingualism • Life Skills: education for rural people, enterprise skills <p>Host and participate in Pacific Region Teacher Training Workshops</p>

5. All schools to develop and implement school improvement plans to bring all schools to national standards and to be more student-centred	Develop provincial and national school facilities plans to rationalise unsustainable schools and prioritise schools for upgrading Promote and extend Vanuatu Child-Centred Schools model to other Provinces Upgrade at least 25 basic education school Upgrade at least 5 secondary schools
6. Develop national HRD Plan and align secondary, TVET, and higher education and scholarships	Complete National HRD Plan, approved by Council of Ministers Strengthen VNCTC Feasibility Study for a Vanuatu Apprenticeship Scheme and Strengthening of Trade Testing Expand scholarship program Establish two VIT TVET Centres Integrate DEAU and AUF on USP Emalus Campus commencing mid 2007 for 12 months
7. Improve management and accountability of the education sector, with increased decentralization	Complete restructure of DoE including first phase of decentralization to PEOs Continue to build capacity of DoE/ PEO officers to lead and manage the sector including management by results training Strengthen MoE Audit Unit and financial management of schools Complete the establishment of VEMIS: <ul style="list-style-type: none"> • Confirm baseline data for VESS • Confirm key indicators • Adaptation of software to Vanuatu requirements • Hardware in DoE and PEOs • Additional VEMIS officers in DoE and PEOs Undertake the mid-term review for Education for All.
8. Communication and consultation, printing and distribution costs	The strengthening of Vanuatu education requires increased communication and consultation in rural and remote school communities and a national public awareness program and MoE newsletter.

6.2 Inter-sectoral Links

The key inter-sectoral links identified in the VESS are with:

- The PSC re timely approval of the restructure and recommended appointments to deliver VESS.
- The DESP and DoF to strengthen the MTEF and sector planning processes and templates.
- Other GoV agencies and the private sector to develop the National HRD Plan.
- MYDT re non-formal education and youth policies.
- Department of Internal Affairs and Provincial Government re needs of rural and remote areas.
- VNCW and Office of Women's Affairs re equitable access for girls & women.
- Vanuatu society for the Disabled re the needs of children and youth with disabilities.
- The DoL re apprenticeship and trade testing schemes.
- The DoF to address financial delegations and decentralization to MoE and PEOs, and schools, and to organize sector budget support.
- GoV to address problems in communication systems with schools and transport to schools.
- GoV re the development of a National Action Plan for donor harmonization.
- The DoA re the College of Agriculture.
- The DoH re health and nutrition in schools, programs to combat HIV/AIDS and pandemics such as malaria, and supporting the school of nursing to be more sustainable and deliver recognized quality training.
- The Vanuatu National Language Council.

6.3 Elements of Uncertainty in the Program

- Capacity of PEBs and PEOs, DoE, Education Authorities, School Council/Committee and PTA members, Principals and Head Teachers, and teachers.
- Political and other instability or interference in the operations of PEBs/ PEOs and schools.
- Loss of leadership in the DoE. Delays in approving the restructure and filling the key DoE positions.
- Delays in establishing VEMIS. Difficulties in gaining reliable data.
- Natural disasters affecting the Education Sector and/or budget.
- Capacity and readiness of donors, development partners, and advisors to respond to aid effectiveness principles and to support the VESS and the MoE.

Appendix 1

Issues and Constraints Facing the Education Sector

<p>1. Vanuatu is off-track for achieving MDG and EFA targets of universal primary completion by 2015, and with the Convention on the Rights of the Child and the International Covenant on Economic and Social, and Cultural Rights which state that primary education should be compulsory and free to all.</p>	<p>Some analyses claim only 74% of primary age children are enrolled, the second lowest rate among the Pacific Islands. Of this 74% only 91.2 survive to Grade 5. MoE analyses suggest this may be as low as 63% - or worse. Vanuatu has the highest proportion of children who have never attended school in the Pacific. (According to UNSTATS, only 87.2 complete primary education).</p> <p>There are differences in enrolments across the Provinces and between urban and rural areas. There are several areas with more than 65% non-attendance (South-West Tanna, middle Santo, urban settlements). There is a high rate of student drop-outs, repeats, withdrawals, and absenteeism.</p> <p>Reasons for non-attendance in primary schools are:</p> <ul style="list-style-type: none"> • High school charges and associated costs (eg uniforms, transport) and lack of household income. Especially difficult for marginalized families, eg single mums • Schools exclude students if fees are not paid • No school in walking distance • Long walk to school – dangerous in bad weather • Custom and cultural prohibitions • Domestic chores take precedence • Poor parent support • Curriculum not seen as relevant • Poor school facilities and unfriendly environment • Poor teaching. 33% of primary teachers are unqualified. Experienced and good teachers unwilling to work in remote areas • Use of corporal punishment. <p>Lack of GoV policy to make primary education compulsory. Lack of public awareness re the importance of primary education.</p> <p>No initiatives or incentives to identify and enroll out-of-school children.</p> <p>Lack of national pre-school curriculum, pre-school teacher training, and funds for pre-school teacher salaries inhibits effectiveness of early childhood education.</p>
<p>2. Vanuatu is off-track for achieving MDG and EFA goals re improved literacy and EFA goals of numeracy and life skills. literacy, numeracy and life skills</p>	<p>Two in every three students are achieving at least a year behind regional literacy standards in their age groups (though recent NZ research paints a brighter picture, particularly since the impact of the book flood initiative). Reasons include:</p> <ul style="list-style-type: none"> • Too early use of languages not used in the home as languages of instruction is affecting literacy and student attainment. • Poor teaching methods and curriculum and lack of materials • Insufficient hours of instruction • Insufficient home/ community support for reading and studying • Parents with low levels of literacy, low reading and writing culture <p>Vanuatu is off-track for achieving MDG/EFA/PRS targets re adult literacy rates for group aged 15 years and over. Insufficient adult literacy provision. Provinces have requested schools and NGOs to offer more adult literacy and parenting programs. Recent surveys are showing similar problems in numeracy.</p> <p>Growing demand from communities for more life skills.</p>
<p>3. Need to resolve the questioning of Vanuatu's language policies and languages of instruction</p>	<p>Vanuatu's language policies and languages of instruction are part of the national identity and protection of culture, and are enshrined in the Constitution and the draft National Language Policy, and recently reinforced in the Prime Minister's April 2006 policy statement. Bi-lingualism in English and French is seen as a competitive advantage and a national asset. Nonetheless, donors put pressures on the Education Sector in terms of either protecting a particular language (which works against the unified system) or questioning the affordability of maintaining two global languages of instruction. Language policy has consequences for teacher availability, students' choice of school, textbook provision, examinations, and can affect the quality of education and student attainment.</p> <p>International research and the National Draft Policy advocate use of selected strong vernacular languages for the early years of education until children develop language skills. Similarly, Bislama is recommended for inclusion as a language of instruction for at least primary education.</p> <p>Language teaching is poor.</p> <p>Few teachers and schools are bi-lingual.</p>

	<p>The development of the national unified education system is affected by inadequate harmony in teacher training programs, curriculum, and examinations. No comprehensive costing of language of instruction policy options has been conducted.</p>
<p>4. Teacher professional competence needs to be strengthened and the role of the TSC and VITE reviewed.</p>	<p>There are serious concerns about the effectiveness of the Teaching Service Commission as an employer in respect of delays and slow service; non-compliance with the TSC Act and teachers terms and conditions; lack of fairness and transparency, and political interference in some decisions; qualified and experienced teachers are not placed where they are most needed; failure to manage poor teacher performance or to act on serious complaints in a timely manner; reliability of data, manpower planning. There have been too many delays/ agendas in reviewing the TSC Act. With close to 90% of the GoV grant to the MoE being expended on salaries, these concerns require urgent attention.</p> <p>The role of a centralised Inspection Unit is questioned. There is strong support to separate teacher support and supervision from audit and compliance functions. The former should be decentralized. The latter should be retained centrally.</p> <p>Teacher productivity is low:</p> <ul style="list-style-type: none"> • Teacher to pupil ratios. • Teachers are substantially overpaid in relation to GDP per head and regional and international comparisons. This is much worse in secondary education. • Teacher salary increases are not performance/ productivity based. Professional and hard working teachers are not rewarded. No extra pay for Head/Department teachers. Inadequate or inappropriate incentives contribute to poor performance. • Hours worked are below standards. Instruction hours in key subjects and in total are well below international standards. • Absenteeism, lateness, kava, time off on pay days, low commitment and motivation. <p>Teachers complain about multi-grade teaching but international experience suggests that if teachers are trained for multi-grades it is a cost-effective solution and can have educational benefits for students.</p> <p>Many teachers over-use traditional and limited teaching methods such as blackboard copying and rote learning that emphasizes exam performance rather than relevant skills. Not enough use of action learning and student-centred learning methods. Poor lesson preparation. Illegal and over-use of corporal punishment. Little respect for the rights of children.</p> <p>Many teachers do not provide good role models or duty of care for students, and have a limited view of their social responsibilities.</p> <p>Untrained teachers account for over 53.4 % of primary teachers in Vanuatu, compared to 21% in Kiribati, 20% RMI, 23.1% in Samoa, 29% in Solomon Islands. Most pre-school teachers are not qualified. Many teachers do not have degrees, are isolated from the knowledge revolution, and are not lifelong learners. There is limited access to in-service training or support.</p> <p>The effectiveness and sustainability of VITE are questioned:</p> <ul style="list-style-type: none"> • VITE is still not harmonized in terms of entry criteria, structures, content and assessment of courses. • It has failed to take the leadership roles stipulated in the VITE Act and has been slow to respond in areas such as in-service and school management training. • It fails to deliver value-for-money. The cost of operating in 2005 was 438,000 vatu per student compared to 120,000 vatu for VIT. <p>Most teacher housing is in very poor condition and living conditions in remote schools are very difficult. Poor working areas/ staff facilities.</p> <p>Teachers often do not receive copies of curriculum, books, or materials. Teachers are often insufficiently involved in curriculum development and find themselves teaching irrelevant curriculum. They feel isolated.</p> <p>All the problems are worse in rural areas.</p>
<p>5. National curriculum and examination systems and the VIOE and NEC need rationalizing and strengthening</p>	<p>The concept of the VIOE as an artificial coordinating structure for curriculum, examinations and assessment, teacher training, and inspection functions is questioned in terms of effectiveness, affordability and sustainability. There are serious dysfunctions in having curriculum and examinations as separate structures and in separate locations.</p> <p>The National Education Commission has an overseeing role for Scholarships, Curriculum and text books, and Examinations and assessment, but is unclear about its roles and its relationships with the DoE, has not received sufficient support, and</p>

	<p>has made little impact in all but the scholarships area. Curriculum development processes are slow, and often divided along Anglophone/ Francophone or donor lines, thus continuing a fragmented dual system. The processes do not sufficiently involve teachers, communities, or the private sector. The national curriculum remains incomplete and biased towards the academic (and exams-driven) and urban needs. There is welcome but slow movement to life skills and livelihood skills. Little attention has been paid to curriculum and core skills for rural development or for enterprise development. Some prescribed text books pre-date independence. Acute shortage of learning materials and books, equipment. Long delays and expenses in printing and disseminating curriculum and materials. Strong feedback that the concept of Zone Curriculum Advisors is not working effectively. Confusion remains re national examinations and student testing. The MoE's capacity to provide data for international comparisons of standards is affected.</p>
<p>6. Secondary education, TVET, and scholarships should be more focused to support the productive sectors and access should be increased, particularly for the poor.</p>	<p>Poor transition rate from primary to secondary. The gross secondary enrollment is only 32% and is very low in TVET. There is a limited supply of secondary places. Opportunities to access secondary and TVET are unfairly distributed between provinces, between urban and rural areas, and between boys and girls. People with disabilities face severe restrictions. 25% of secondary schools and 37% of secondary enrolments are in one province – Shefa. Encourages urban drift. Selection criteria and processes to secondary and TVET places need review. Many poor students are denied access because of the very high fees and charges – very expensive by world standards. Families go into debt to pay secondary fees and charges, adding to the circle of poverty. There are insufficient qualified secondary teachers. Secondary curriculum is traditional, designed to educate a narrow elite. Poor focus on school-to-work transition in secondary schools. The costs of secondary education in Vanuatu are very high and not value for money:</p> <ul style="list-style-type: none"> • Secondary teacher to student ratio is 15. Average actual teaching hours is 15 hours per week. These are very low by international comparisons. • Schools are too small, average of 172 students in 2003. • Secondary teachers are relatively overpaid (70% higher than primary and 4.5 times as much as average income compared to 2.4 to 2.8 in the Asian developing countries – this is before the GRT increases. <p>Alternative cost-effective and more practical/ technical models are needed. The Vanuatu Community Certificate and Vocational Foundation Certificates need to be offered on a wider scale. National HRD and productive sector demands (management, accounting, IT, agriculture, fisheries, forestry, entertainment industries, etc. are not being met. No national HRD plan to guide course and curriculum planning and scholarships. Secondary subsidies schemes have not been targeted to the most needy. Every province has requested more TVET courses – VIT campuses, RTCs, TVET options in schools. Provinces without a USP Sub-Centre have requested one. MoE is insufficiently involved in key education and training institutions such as VMC, the Agriculture College, Nursing College. The new Tourism and Hospitality Training Centre requires further strengthening. There is strong interest in the Australia-Pacific Technical College model, as an additional way of extending skills training for the productive sectors.</p>
<p>7. School fees and charges are too high and accountability and controls are poor.</p>	<p>Many schools are not complying with MoE legislation, orders, and policies re fees and charges. There are big variations in fees and charges between schools and provinces without any rationale. There is poor public accountability for these funds. Evidence of corruption and mis-use of these funds in some schools. Fees and charges are a major barrier to access to education. Keep the poorest children out of school or missing significant parts of schooling. Difficult to make primary education compulsory until primary school charges are reduced or stopped. Will prevent Vanuatu from achieving the MDG and EFA goals of UPC by 2015. School fees and charges provide schools with important source of funds for core services such as replacement teachers, books, stationery, equipment, maintenance and repairs. If primary schools are to stop most charges, block grants to schools will need to be increased. This will need to be carefully planned and explained or illegal</p>

<p>8. School location should be more strategic and accessible, and school facilities should meet at least minimum standards. More schools and school places are needed in strategic locations.</p>	<p>fees will re-occur.</p> <p>Decisions to establish and locate schools were originally based on the dual colonial agendas and, since independence, have often been driven by church, political, private, personal or community agendas. As a result, many schools are too small, difficult to access, and without services such as water supply. The number and location of schools needs to be reviewed on the basis of affordable and sustainable criteria.</p> <p>School facilities provide significant management challenges (and costs). The MoE and school communities have a duty of care to students but this is compromised because of the costs of maintaining the facilities and of providing a minimum standard of safety and security. School communities have not taken sufficient responsibility.</p> <p>Many primary schools are below minimum standards:</p> <ul style="list-style-type: none"> • 47% of schools buildings are constructed from temporary or semi-permanent materials (64% in Torba). • 58% of school buildings are in fair to very poor condition. • 69% of staff housing is in fair to very poor condition. • 67% of schools have only a fair to very poor water supply. • 81% of schools have toilets in fair to very poor condition. Few have flush toilets. In some schools boys and girls share the same facilities. • 67% of schools are without a power source. • Most schools do not have a phone, radio, fax, or transport. • Most schools do not have a library or adequate storage and security for books. • Most schools do not have adequate offices and works spaces for staff, or for files and administration. • Food and nutrition in boarding schools is often poor. School farms and gardens not working effectively. • Land disputes and interference in school operations by land-owners.
<p>9. The Education Sector is too centralized. Finances and resources are not aligned to policy priorities. There are inefficiencies that need to be addressed and an ongoing need to strengthen systems and build capacities, especially re VEMIS and communications.</p>	<p>Many functions have been retained by the DoE and this distracts the DoE from its core roles of planning, policy, monitoring and evaluation. It is also a costly model, which builds in urban bias. Insufficient education funds are getting to Provincial and school levels.</p> <p>Currently the PEOs operate as extensions or field units of DoE with power being retained at central level. Strong provincial support to move more power to provincial level, with efficiency and effectiveness controls. Communications and networks would need to be improved for this to occur.</p> <p>Key positions such as bursars are regarded as ancillary. This practice discourages the continuity of trained and professional staffing</p> <p>DoF has not decentralized low level financial functions, causing serious delays and preventing decentralization and delegations within the Education Sector. Whole of GoV support will be needed to increase decentralization in education.</p> <p>Financial allocations processes and criteria need to be reviewed to move resources from the DoE and central functions to schools, and to strengthen resources for primary education. (The total education funding per capita is 61.7, but for basic education it is only 2.6 – UNSTATS). Funding allocations to schools are based on (unchecked) school enrolment data or a simple division between the six provinces. The number of school-age students in the population or the Island's economic and poverty situation is not considered. There is a lack of public transparency and accountability in the way in which schools, provinces, and DoE utilizes funds and resources. Lack of banking services in rural and remote areas creates a need to re-think how salary payments are made, the management of school income, and how much general financial management can be devolved. Rent for staff housing should be paid to schools not the centre.</p> <p>Schools are not complying with the Education Act and orders re:</p> <ul style="list-style-type: none"> • Composition, regular meetings, and records and reports of school councils. • No school plans, policies, procedures for managing welfare and discipline. • 22% of schools not returning student statistics. • Financial procedures and reports • Negative political, church, and community interference in schools and threats against Principals and teachers. • Principals/ Head Teachers too busy teaching and under-trained to manage the school.

	<ul style="list-style-type: none"> • School operations are not managed to maximize teacher-student contact hours. Students are receiving significantly fewer contact hours across the school year and in core subjects such as literacy and numeracy, than the recommended EFA benchmarks. • Student: teacher ratios are dropping instead of increasing. This single factor adds to the costs of education. <p>More sustainable and affordable school models need to be explored, eg combining of pre-school and first two years of primary. The Centre School model is not yet functioning effectively.</p> <p>Public holidays, custom holidays, pay days, late starts to school year and teacher placements, and high absenteeism rates reduce actual teaching contact hours to well below EFA benchmarks and those legally required in the Education Act and orders. VEMIS is not yet in place:</p> <ul style="list-style-type: none"> • Too much uncoordinated data is collected by different parts of the DoE and by donors. This duplication over-burdens schools and undermines return rates. • Processes of data return, entry, analysis, and reporting are too slow. Results are not shared with schools or the public. Most data is utilized by international researchers and advisors, often using unreliable and unauthorized data. • Data is incomplete, inaccurate, and unvalidated. No follow-up on non-returns. • Serious gaps in data collection. Not sufficiently focused on key policy objectives and indicators. • Analysis and monitoring and evaluation capacities need to be strengthened. • EC and NZAID are currently assisting to develop EMIS over 2006-7. <p>Communications and information flows between DoE, PEOs and schools are inadequate, and contribute to/ increase other problems in the sector. Information and communication technologies could reduce isolation of teachers and students in remote schools and provide exciting learning tools and better data collection systems. Printing, photocopying, procurement, distribution systems need to be strengthened. Capacity needs to be strengthened in results-based management at all levels from schools to DoE.</p> <p>NEAC is not meeting and does not have executive support. But it comprises a potentially powerful public advocate for strengthening the education sector.</p> <p>Schools are not managing for quality. The child-friendly pilot or other school improvement models should be expanded.</p> <p>Too much capacity-building relies on international advisors and is unstructured.</p> <p>Proposal to merge VITE/VIT and to form a faculty of Education and Management to build local capacity-building services.</p>
<p>10. MoE needs to strengthen partnerships with school communities, other GoV departments and agencies, NGOs, and donor and development partners.</p>	<p>Provincial consultations indicated strong support for strengthening MoE/ school community partnerships. Constraints include poor communication systems and lack of budget for travel.</p> <p>School councils, PTAs, PEBs, and NEAC needs to be revitalized and strengthened.</p> <p>Whole of GoV approach which should underpin SWAps is still evolving and not strong. GoV national donor coordination is fragmented.</p> <p>Cooperation with other GoV departments with an interest in education and training are weak, eg Health, Agriculture, MYDT. More can be done to strengthen human rights, nutrition, reproductive health and HIV/AIDs education in schools.</p> <p>The active participation of a broad coalition of education stakeholders will be needed to implement the VESS.</p>

Appendix Two: Proposed New Models of Komuniti Skuls, Basic Education Schools, Secondary Colleges, and Vanuatu Polytechnic

1. Komuniti Skuls:

- Building on existing pre-skuls and lower level community-based primary schools, and community centres, and making use of community land and facilities. Meeting minimum size and standards;
- Providing early childhood development including one year of GoV-funded pre-skul and the first two years of primary;
- Providing adult literacy, numeracy, life skills, and parenting skills;
- Using mother-tongue and/or Bislama;
- Focusing on building basic literacy, numeracy, life skills and a love of learning;
- Community-owned, supported, managed, maintained, and funded, registered by the MoE to operate within the Education Act, Regulations, and instructions. This will require the achievement of minimum standards in education quality;
- Taught by community teachers selected and employed by the community on casual rates;
- With all untrained teachers undertaking a three year part-time school-based national Early Childhood Teaching Certificate, supported by distance learning materials and Provincially-based teacher support centres;
- MoE to provide support through the development and free provision of a national early childhood development curriculum (one year pre-school and two years primary) and vernacular learning materials, the National Early Childhood Teaching Certificate, and Provincial Teacher Support Centres and Officers, and to fund one year of pre-skul and Years 1 and 2.

2. Basic Education Schools

- Free (except for boarding fees) and compulsory for all children
- Building on existing Years 1-6 primary schools and 1-8 central schools in strategic and accessible locations, meeting minimum class sizes and standards;
- Providing basic education from Years 3-8;
- Providing core subjects in literacy, numeracy, life skills, livelihood skills, and education for rural people. Providing adult literacy, numeracy, life skills, and parenting skills;
- Teaching in, and encouraging all students to learn Bislama, English and French;
- Community or education Authority-owned and governed by a school council, registered by the MoE to operate within the Education Act, Regulations, and instructions;
- Taught by teachers under the daily management of a Principal, with the teachers and Principal selected, employed, and paid by the Provincial Education Office, (in liaison with the school council). Priority to be given to Principals who have completed a national Education Management Certificate;
- With all unqualified teachers undertaking a four year part-time school-based national Basic Education Teaching Certificate, supported by distance learning materials, Provincially-based teacher support centres, and the national Institute of Teacher Education;
- With all qualified teachers undertaking at least 5 weeks of in-service every two years;
- With unqualified Principals completing the national Education Management Certificate within two years;
- Built, upgraded, and maintained to meet nationally accepted minimum standards, including safe water and sanitation;
- Providing boarding facilities if required, meeting national standards for facilities and nutrition within an approved maximum charge;
- MoE to provide support through block grants and the development and free provision of a national basic education curriculum and multi-language learning materials, the National Basic Education Teaching Certificate, Provincial Teacher Support Centres and Officers, and the National Teacher Education Institute

3. Secondary and Technical Colleges

- With parents contributing to tuition and other charges as approved and controlled by the MoE, with discounts for multiple enrolments from the one family;
- With a National Pro-Poor and Gender Equity Secondary Scholarship Program to ensure access is not denied to bright and hard-working students because of inability to pay and to address any trends in access difficulties for girls;
- Consideration will also be given to the establishment of an affordable National School Fee Loan scheme;
- Building on existing junior and senior secondary schools, but on a larger scale and able to achieve increased student:teacher ratios and standards;
- Providing secondary education and tertiary preparation from Years 9 – 14;
- Providing core subjects in Languages, Maths, Science, Enterprise Skills, Information Technology, together with other approved subjects, both academic and technical;
- Teaching in English and French and promoting a bi-lingual learning environment;
- GoV or Education Authority-owned, governed by a school council, registered by the MoE to operate within the Education Act, Regulations, and instructions;
- Taught by teachers under the daily management of a Principal and Deputy Principal(s), with the teachers and Principals selected, employed, and paid by the Provincial Education Office, (in liaison with the school council). Priority to be given to Principals who have completed a national Education Management Certificate.
- Using all qualified teachers who undertake at least 5 weeks of in-service every two years;
- With unqualified Principals completing the national Education Management Certificate within two years;
- Built, upgraded, extended, and maintained to meet nationally accepted minimum standards, including safe water and sanitation;
- Providing boarding facilities if required;
- MoE to provide support through block grants and the development and free provision of a national secondary education curriculum and multi-language learning materials, the National Secondary Education Teaching Certificate, Provincial Teacher Support Centres and Officers, and the National Teacher Education Institute

4. Vanuatu Polytechnic

- With parents/students contributing to tuition and other charges;
- Building on a merger of VIT and VITE;
- Establishing campuses in every province to expand opportunities for TVET and teacher support and in-service;
- As a step towards a University of Vanuatu, working in cooperation with the USP and French University partners. Encouraging closer links, cost savings through economies of scale, and improved quality with the VMC, School of Nursing, and the College of Agriculture;
- With more autonomy and income-generation capacity, recruiting and employing own teaching faculty;
- With a National Pro-Poor Technical Scholarship Program to ensure access is not denied to bright and hard-working students because of inability to pay and to address any trends in access difficulties for girls;
- Consideration will also be given to the establishment of an affordable National School Fee Loan scheme;
- Providing technical vocational education and training; teacher education; and management training;
- Utilising and promoting field-based and distance learning modes;
- Operating from Years 12 to Diploma level;
- Offering apprenticeship programs;
- Working closely with the Australia-Pacific Technical College developments;
- Teaching in English and French and promoting a bi-lingual learning environment.
- With increased places and access.
- MoE to provide support through block grants.

Appendix Three: Pacific Definitions of Literacy, Numeracy, and Life Skills

Literacy

“Knowledge and skills necessary to empower a person to communicate through any form of language on their society, with respect to everyday life.”

A person will generally be considered functionally literate if they have completed four years of formal education and have met the indicators outlined for Year 4.

Numeracy

“Knowledge and skills necessary to empower a person to be able to use numbers in mathematical processes, as well as the language of mathematics, for a variety of purposes, with respect to everyday life.”

A person will generally be considered functionally numerate if they have completed four years of formal education and have met the indicators outlined for Year 4.

Life Skills

“Practical knowledge, skills and behaviours which in conjunction with cultural rooted knowledge attitudes and values empower an individual to live a happy, healthy and productive life in his or her community and beyond.”

Components include:

- Communication and interpersonal skills
- Decision-making and critical thinking skills
- Coping and self-management skills
- Practical and livelihood skills (technical, vocational and traditional)
- Contextual issues eg health, AIDS/HIV, gender awareness, civic education and governance, environmental, enterprise skills, physical education.

In Vanuatu it has been decided to also add Education for Rural People, using the EFA Flagship program.

Appendix Five: Acronyms and Abbreviations

Agence Francais Developpement

AusAID	Australian Aid Agency
AVI	Australian Volunteer International
AYA	Australian Youth Ambassador
BEIST	Basic Education Information System Tafea
CDC	Curriculum Development Centre
CoM	Council of Ministers
CRP	Comprehensive Reform Program
DCO	Department Coordinating Officials
DESP	Department of Economic and Sector Planning
DoA	Department of Agriculture
DoE	Department of Education
DoH	Department of Health
EAP	Education Assistance Program
EAU	Examinations and Assessment Unit
EC	European Commission
EFA	Education for All
EFA FTI	Education for All Fast Track Initiative
GIP	Government Investment Program
GoV	Government of Vanuatu
MBC	Ministerial Budget Committee
MDG	Millennium Development Goals
MoE	Ministry of Education
MTEF	Medium-Term Expenditure Framework
MTSF	Medium Term Strategic Framework
MYDT	Ministry of Youth Development and Training
NEAC	National Education Advisory Council
NEC	National Education Commission
NFE	Non-Formal Education
NZAID	New Zealand Aid Agency
OPAD	
PAA	Priority Action Agenda 2006 – 2015
PACTAF	
PASEV	
PEIP	Primary Education Improvement Program
PEB	Provincial Education Board
PEO	Provincial Education Office
PRIDE	
PRS	Poverty Reduction Strategy
PTA	Parent Teachers Association
RTC	Rural Training Association
SERP	
SID	Strategic Investment Development Plan
SIP	Sectoral Investment Program
SWAP	Sector Wide Approach
TSC	Teaching Service Commission
TVET	Technical Vocational Education and Training
UNESCO	United Nations Education Science and Cultural Organisation
UNEVOC	United Nations Vocational Education Centre
UNSTATS	United Nations Statistics
UNICEF	United Nations Childrens
UPC	Universal Primary Completion
USP	University of the South Pacific
VATET	Vanuatu Tourism Education and Training Project
VEMIS	Vanuatu Education Management Information System
VESS	Vanuatu Education Sector Strategy
VIOE	Vanuatu Institute of Education
VIT	Vanuatu institute of Technology
VITE	Vanuatu Institute of Teacher Education
VMC	Vanuatu Maritime College
VNLC	Vanuatu National Language Council
VNTC	Vanuatu National Training Council
VSSEP	Vanuatu Secondary Schools Extension Program
ZCA	Zone Curriculum Advisor

