

GOVERNMENT OF THE REPUBLIC OF VANUATU

MINISTRY OF EDUCATION
CORPORATE PLAN 2004 TO 2006

Learning For Life: Education at the Crossroads

Department of Education
Port Vila

Forward: Students First!

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

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

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

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

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

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

The Corporate Plan takes into account:

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

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

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

**The Honourable Nicholas Brown
Minister of Education**

April 2004

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1. Introduction

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

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

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

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

- Better align its plans and policies with the Government's overall policy framework, to improve the management of its resources within these policies and plans, and to re-think its action plans.
- Review its structures, implement the new Education, VIT, and VITE Acts, to reduce and decentralise the bureaucracy, and to increase the focus on students and learning. Provincial Education Boards are to be fully recognised to improve their service and financial health and their capacity to generate funds and support poor communities.
- Improve its management and strategic use of information through EDMIS and link with other databases to track population and labour market trends and REDI plans so that education and training plans are better aligned.

- Strengthen basic education and expand to Year 8. Work towards Vanuatu's *Education For All* Plan. Improve access for all and improve standards of literacy.
- Provide more relevant curriculum to match socio-economic needs, local, provincial, and national.
- Improve and develop teacher training and review teacher terms and conditions and the operations of the Teaching Service Commission to achieve improved productivity and quality, and a better and fair valuing of teachers.
- Strengthen secondary education striving for international standards, improve access to pre tertiary courses, and introduce a single examination at the end of Year 13. We would add to this the need for a major campaign to lift maths and science teaching at all levels.
- Raise the profile of and expand Technical Vocational Education and Training (TVET) working with the Vanuatu Institute of Technology as a lead agency and cooperating with the Ministry of Youth Development and Training. New course areas are to be introduced in areas such as Information Technology, Horticulture, Plumbing, Arts and Craft, Management, Food Technology.
- Establish a VIT Campus in each province and introduce a bridging/ safety net program (the Vanuatu Community Certificate) and the current Year 11 and 12 courses (the Vocational Foundation Certificate) into the provinces.
- Support VIT to be further strengthened to develop and deliver higher-level vocational certificates and diplomas (year 1 & 2) TVET options to meet the needs of the formal economy. Links with the Department of Labour and others will be strengthened to make best use of resources for industry training, and to strengthen the Trade Testing Scheme.
- Cooperate with the MYDT to support NGOs to offer safety net programs including the Vanuatu Community Certificate for school dropouts and other people in the community in need of a second chance.
- Take a lead agency role in the development of a National Human Resource Development Plan for Vanuatu as a framework to link education, training, and the national scholarship program to the productive sectors and the REDI plans.
- Review and revise Distance education and Pre school education in regard to communication in the vernacular.
- Take a lead agency role in achieving bilingualism throughout the formal education system

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

Policy Issues

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

- The GoV policy is to provide national access to basic education up to year 8, working towards ten years of education, including two years of Pre School, over the next decade. However, current level of funding does not allow schools to provide basic education without a top-up from parents. Government has decided to remove fee subsidies but also to better control the maximum fee level and how schools spend these fees. More work is needed to confirm these policies.
- GoV intentions regarding affirmative action and additional support for schools in disadvantaged areas needs to be clarified and resourced in a transparent way. The GoV's commitment to funding non-government schools may need to be re-visited.
- The GoV's national Human Resource Development commitments as outlined through the CRP and the PAA need to be funded and coordinated if the future resource needs of the nation are to be met.

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

2. The Corporate Mission Statement for the Ministry of Education

Development mission

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

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

Vision

Vanuatu Education provides nurturing for good citizenship.

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

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

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

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

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

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

Aims of Education

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

Education aims to:

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

Values and guiding principles

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

Transparency, fairness and equity.

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

Teamwork, cooperation, and collaboration.

Prudent use of limited resources.

Leadership codes and ethics. Professionalism and accountability.

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

Promoting the best of world cultures.

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

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

Delivery:

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

Support:

- Curriculum and materials development for schools through the Curriculum Development Centre.
- Teacher training pre-service and in-service for school teachers through Vanuatu Institute of Teacher Education.
- Support for national examinations for schools through the Examinations Centre.
- Curriculum and materials development and teacher training for TVET through the Vanuatu Institute of Education.
- Review of models to develop and support sustainable distance learning options.
- Coordination of the Scholarship scheme for higher education, aligned to the emerging National HRD Plan.
- Harmonization of the Anglophone and Francophone streams.

Management and Administration:

- Overall leadership, coordination, and relationships with the MYDT, donors, and stakeholders through the Office of the Director - General.
- An up-to-date and useful database and policy and planning services through the Office of Policy and Planning.
- Central employment of teachers through the Teaching Services Commission.
- Financial and facilities resource management through the Office of Finance and Administration.
- Support and strengthening for the Provincial Education Offices and through them for the schools.
- Support and liaison with the education authorities and peak councils, committees and agencies.
- Re arrangement of primary and secondary education.
- Monitoring of schools through the Inspectors' Unit.

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

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

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

- The structure of the MoE and its Department to reduce bureaucracy, devolve to the provinces, authorities, and schools, and focus on students.
- Funding allocations and best use of existing resources, aligned to policy directions. Reviewing all budget allocations within the Ministry, systematically addressing inefficiencies, and improving systems and procedures at national and provincial levels.
- Quality of service delivery. Improved procedures.
- Ongoing strengthening of policies and plans.
- Contributing to the development of Vanuatu's first National HRD Plan.
- Improving the quality of the basic education sector and agreeing on models for how basic education will be expanded to Year 8 level.
- Moving the focus to in-service teacher training to improve the relevance and quality of teaching, whilst managing in-service training in line with demand.
- Increasing the relevance of curriculum and the availability of relevant learning materials.
- Strengthening the TVET sector and introducing new and higher level programs to meet the needs of the formal economy.
- Taking TVET programs to Year 12 to the Provinces by establishing VIT campuses.
- Reviewing and re-shaping the VITE.

Summary of Key Objectives for 2004 to 2006

- Establishment of new MOE structure with strengthened capacity, policies, systems, database, and advisory committees.
- Establishment of an effective National HRD Plan, as a national project operating under the Office of the Prime Minister.
- Increased participation of young people in schools and more positive opportunities and outcomes for young people and rural communities.
- Expanded Technical Vocational Education and Training opportunities.
- Positive and cooperative relationships with the MYDT.
- A new approach to funding education with resources better aligned and more accountable to policy directions.
- Review and strengthen through a major national initiative the teaching of maths and science at basic, secondary, and TVET levels to enable our students to compete in employment and further education.

3. Quality Framework

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

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

- Teaching methodologies
- Well-trained and motivated teachers
- Appropriate and well-designed curriculum
- A valid and reliable examination system
- Adequate financing
- Effective organisational structure and support

And the dimensions of effective schooling:

- Leadership
- Efficacy
- Efficiency

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

- School expenditure per student.
- Class size.
- School size.
- School library
- Instructional materials
- Workshops and laboratories.
- Pre-service teacher education.
- In-service teacher education.

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

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

4. Basic Education

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

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

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

Objectives

Objective One:

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

Strategies:

- The MOE to publish and promote with each PEO by September 2004 an agreed action plan to develop basic education places to Year 8 for all young children in the Province.
- The MOE to develop a campaign to educate parents, and especially those in rural areas, on the benefits of education for their children
- Prepare a policy and public campaign paper for the Council of Ministers to consider a national access to basic education policy.
- Complete the pilots and the revision of the Vanuatu Community Certificate level 1 (VCC) as an alternative basic education pathway. Include data on enrolments and completions in the VCC in MoE reports.
- Provide annual report on drop out rates from basic education and strategies to improve retention rates.
- A standard set of resources to be made available to all basic education schools and centres by February 2005. This to be improved on an annual basis.
- Improve access to basic education for marginalised and equity groups

Performance Indicators:

- Provincial basic education Action plans completed by September 2004 and submitted to Council of Ministers.
- Parental education campaign developed and commenced by December 2004 to include all provinces (including awareness on the importance of pre-school)
- Council of Ministers approves a policy to make basic education universal by 2006.
- Vanuatu Community Certificate level 1 available as an alternative basic education pathway in every province by the end of 2006.
- Each Province to have basic education places to Year 8 for all children by 2006.
- Resources completed by December 2005 and distributed to all provinces.
- Net enrolment rates for girls approach 100% by 2010.

Objective Two:

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

Strategies:

- MoE to identify and implement cost-savings and improved efficiencies in basic education utilising international indicators and strategies, eg minimum school sizes and class sizes, multi-grade teaching.
- Introduce a transparent formula for funding basic education.
- Develop a research plan for the removal of school fees, commencing with pre-school and years 1 and 2.

Performance Indicators:

- Reports submitted in June and December 2004 and June 2005. New instructions to PEOs and schools re efficiency standards and funding formula.
- MOE Plan for the phased removal of school fees for basic education endorsed by the Council of Ministers and worked through the budget processes. Removal of fees for pre-school and Years 1-2 to be achieved by end 2006.
- Produce a research paper on the means available in the coming years to suit the international standard set by EFA and Unesco by 2005

Objective Three:

Improve the relevance and quality of basic education.

Strategies:

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

- Develop improvements of school environment and teacher's attitude within the classroom.
- Introduce a project to adapt distance-learning strategies for Vanuatu for basic education including the use of vernacular language.

Performance Indicators:

- Annual plans and reports documenting literacy and numeracy targets and achievements against targets.
- Implement all through Vanuatu, positive experiences from the Child Friendly School Program (TAFEA) and approve any recommendations for further action.
- Proposal for Distance Education project for basic education submitted to Director General end 2004.

Objective Four:

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

Strategies:

- Develop and facilitate the introduction of literacy and numeracy in pre schools
- Evaluate the quality of pre school education and develop recommendations for targeted quality improvement.
- Create strong and administrative links between pre-schools and primary schools in order to facilitate and develop partnerships.

Performance Indicators:

- Literacy and numeracy initiation implemented in all provinces by end 2005
- Completion of evaluation with recommendations on quality improvements in Pre-School Education by end 2005 and submitted to Director General.
- Implementation of a national network through zone advisers to liaise between pre-schools and primary schools by 2005

Objective Five:

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

Strategies:

- Review, develop and implement a vernacular education program throughout Vanuatu.
- Support the work of the pre schools in developing and implementing the vernacular program.
- Assist teachers develop appropriate vernacular language materials.
- Train teachers to use Pre – Primers.
- Expand year 1 vernacular to all primary schools (within the 22 language groups) using materials, which have already been produced.

- Develop vernacular as a medium of instruction from years 2 to 8 in social science.
- Allocate specific funds for the vernacular program.

Performance Indicators:

- Status of vernacular established throughout Vanuatu by end 2006.
- Increased use of vernacular in pre schools by end 2005.
- The number of classes using vernacular to expand from 14 schools to all schools by end 2006.
- Organize at least one workshop every year for teachers to use Pre-Primers.
- Develop one manual to explain the use of vernacular languages in basic education, in social science.
- Prepare GIP for 2005 – 2007 in regard to the development and implementation of the vernacular program.

5. Junior and Senior Secondary Education

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

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

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

Objectives

Objective One:

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

Strategies:

- Evaluate teaching productivity and make recommendations concerning class sizes, subject loads and content areas
- Provide annual reports identifying reasons for dropouts and strategies to improve retention rates.
- Upgrade one secondary school in each province to a provincial college.
- VITE and MOE to develop a plan covering projected needs for senior secondary teachers and how this will be addressed.
- Improve distance education opportunities for students in the secondary school sector.

Performance Indicators:

- Completion of recommendations forwarded to the Director General by end 2004.
- Reports providing solutions for the secondary school dropouts and reduced dropout numbers are recorded by 2006.
- The end of 2006 will increase the number of Year 11 to Year 14 places. Specific targets will be set for each province during 2004.
- Distance education framework/plan formulated for secondary sector and presented to the Director General by end 2004.

Objective Two:

Improve the relevance and quality of secondary education.

Strategies:

- Strengthen maths and science at secondary levels.

- Develop, adapt, pilot, and refine secondary education curriculum and expand the range of teaching and learning materials to support secondary education.
- Develop and progressively implement a schools computer literacy program.
- Liaise with Industry Advisory Sectors and key industry bodies to identify new subjects which should be included in the secondary curriculum and which assist students to contribute to the productive sectors.
- Develop a “Job Club” curriculum for Year 10 to 12 students to increase their employability and develop skills in job applications, interviews, presentation, customer service, computer literacy, and communication.
- Assess impact and effectiveness of subject advisors and mentoring principles.
- Provide ‘career guidance’ for students achieving school milestones such as year 8 and year 13.

Performance Indicators:

- Action Plan and submissions to progressively assist all secondary schools to provide computer literacy and computer access to teachers and students.
- Secondary “Job Club” piloted in at least one school in each Province by 2006.
- Career guidance provided on an ongoing basis in all government schools by end 2006.

Objective Three:

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

Strategies:

- Identify and implement cost-savings and improved efficiencies in secondary education utilising international indicators and strategies, eg minimum school sizes and class sizes, teaching hours.
- Introduce a transparent formula for funding secondary education.
- Develop procedures and monitoring system within which secondary school fees can be charged and expended.

Performance Indicators:

- Reports submitted to the Director General in June and December 2004 and June 2005. New instructions to PEOs and schools re efficiency standards and funding formula.
- MOE Procedures for the charging and monitoring of secondary school fees in place by end 2004. All schools complying from 2005.

Objective Four:

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

Strategies:

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

- Provide an accredited and recognised examination.
- Examine other bi-lingual education systems and identify strategies, applicable to Vanuatu.

Performance Indicators:

- National Francophone senior program for years 11 – 13 established 2005.
- Accredited and recognised examination completed by end 2005.
- Project examining other bi lingual education systems commenced 2004.

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

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

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

Objectives

Objective One:

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

Strategies:

- New structure for MOE approved and in place by mid 2004.
- Implement the MOE policy directions and the MYDT policy directions and TVET Masterplan as they relate to the formal TVET sector.
- Close and cooperative working relationships with the MYDT and the Vanuatu National Training Council.
- Continue to liaise with the MYDT in key areas such as the EFA Plan, TVET in Schools, roles of Provincial officers, and working relationships between Provincial Education Offices and Provincial Training Boards.
- A common management information system to allow the more effective management of information, education and TVET policy and planning, and resource allocation.
- Liaise with the Australian and French Design Teams during 2004 to achieve further strengthening support for Vanuatu Institute of Education, in-service

teacher education, MOE, MYDT, VNTC, from Australia and France under the VIT/TVET Strengthening Project Proposal 2005 to 2010.

- Support VIT Principal as Vanuatu's representative on international TVET activities including as an Executive Member of the Pacific TVET Association (PATVET) and the Commonwealth of Learning Regional Distance Learning Initiative.
- Pursue and support funding for at least one Pacific TVET regional project.
- Support VIT in strengthening and promoting Vanuatu's UNEVOC Centre.
- Complete the pilots and revision of the Vanuatu Community Certificate as an alternative basic education and secondary education pathway. Include data on enrolments and completions in the Vanuatu Community Certificate in the MOE reports.
- Introduce the Vocational Foundation Certificate in each Province using VIT Provincial Campuses, schools, and other registered providers.

Performance Indicators:

- New MOE structure and position descriptions approved by PSC. Positions advertised and recruited. New staff inducted.
- Effective cooperation with the MYDT at National and Provincial levels.
- Vanuatu's UNEVOC Centre more accessible and visible.
- The Vanuatu Community Certificate available as an alternative basic education and secondary education pathway in every Province by the end of 2006.
- The Vanuatu Foundation Certificate will be offered in every Province by 2006.

Objective Two:

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

Strategies:

- Support and promote the Vanuatu Community Certificate (VCC) as an alternative TVET pathway for people who have missed out on a complete basic education.
- Support and promote the introduction of the Vocational Foundation Certificate (VFC) to replace VIT's current Year 11 and 12 courses and to be offered in Provincial areas.
- Support the development of Post Year 12 (years 13 and 14) and new course areas at VIT in Port Vila to meet the needs of the formal economy.
- Encourage the expansion of literacy programs across Vanuatu.
- Work with the MoE to strengthen TVET and technology options in schools.
- Formally recognize and promote VIT's Curriculum Development Unit (CDU) as a center of excellence for TVET curriculum.
- Develop appropriate exams for the TVET system, which will qualify students for the job market

Performance Indicators:

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

Objective Three:

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

Strategies:

- Support the establishment of VIT Provincial Campuses.
- Review and strengthen the involvement of Provincial Education Officers in rural training.
- Expand TVET Provision in rural areas.
- Support and strengthen the VNTC.
- MYDT restructure and Corporate Plan completed.
- Support NGOs with rural training activities.

Performance Indicators:

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

Objective Four:

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

Strategies:

- Continue to establish VIT as Vanuatu's leading TVET Institution:
 - Arrange direct funding for VIT;
 - Arrange direct employment of its teachers by VIT;
 - Undertake a review of funding to provide a rational model for VIT funding consistent with GoV priorities for training;
 - Arrange transfer of existing and adjacent land to VIT Council.

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

Performance indicators:

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

7. Higher Education

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

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

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

Objectives

Objective One:

Improve access to and quality of pre tertiary education

Strategies:

- Develop and implement a national pre – tertiary curriculum and assessment system focused at ensuring that graduates are able to meet international entry requirements into degrees and diploma programs in universities and colleges.
- Develop and implement the DAEU at the USP campus in Port Vila.
- Harmonise the year 13 pre tertiary for the Anglophone system.
- Provide associate degree/diploma options for students through VIT, USP and the MoE Scholarships unit.

Performance Indicators:

- Increased national and international acceptance of Vanuatu pre tertiary certificates and graduates, including entry into international universities and colleges and improved employability.
- National pre tertiary curriculum and assessment completed by end 2006.
- DAEU completed by end 2005.
- Complete harmonisation of streams by end 2005.
- Increase in number of graduate students.
- Pathways for associate degrees/diplomas established by end 2006.

Objective Two:

Increase access to tertiary education for ni Vanuatu students

Strategies:

- Increase collaboration with tertiary institutions in the region

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

Performance Indicators:

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

Objective Three:

Increase educational opportunities for all students through distance education

Strategies:

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

Performance Indicators:

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

8. Curriculum Development, Examinations and Assessments

Definition

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

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

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

Objective One:

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

Strategies:

- Coordination of and liaison between the various areas within the DoE, which develop, adapt, revise and review curriculum at all levels.
- Obtain a bilingual curriculum expert to work with the Ministry of Education at the VIOE on a long-term basis.
- Recruit a local Francophone curriculum co-ordinator.
- Develop, adapt, pilot, and refine basic education curriculum and expand the range of teaching and learning materials to support basic education.
- Review curriculum for years 1 – 10 with an emphasis on year 7/8 in 2004
- Develop TVET (technology) in Schools curriculum as options for schools and secondary students.
- Review and adapt the social sciences curriculum and material relevant to regional realities.
- Review role of zone curriculum advisors.
- Develop a national curriculum for vernacular languages in schools.
- Develop a computer literacy program.

Performance Indicators:

- Director General to form a committee of basic, secondary, tertiary and technical and vocational education curriculum developers by 2004.
- GIP proposal for curriculum expert to be completed by end May 2004.
- Francophone curriculum co-ordinator recruited end 2004.

- Full curriculum for basic education of year 7 to be in place by the end 2004 and year 8 by June 2005 and year 9 by February 2006.
- Completion of curriculum review of year 7 and 8 by July 2004.
- New courses introduced to help the productive sectors by 2005 and 2006.
- Expanded curriculum and learning materials in every secondary school by 2006.
- Zone curriculum advisors to work under one central zone coordinator for communication and support by end 2005.
- Liaise the MoE and the National Language Committee to finalise the existing achievements.

Objective Two:

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

Strategies:

- Replace the national Year 6 examination with a new Year 8 national examination.
- Develop a nationally recognised examination for years 12 and 13
- Development of standardised tests and assessments for learning (AFL) with the assistance of the SPPA.
- Development of examiners handbook
- Training for examination officials, moderators and teachers.
- Review, develop and implement targeted programs for examinations and use feedback to advise teachers on their teaching skills.

Performance Indicators:

- The new national Year 8 examination introduced in 2004 and continuously improved on an annual basis.
- Final top up examination for year 8 phased out in 2004.
- A new national examination for senior secondary school leavers introduced following relevant curriculum development and continuously improved on an annual basis.
- Trial of standardised tests and assessments completed by end 2005.
- Completion of examiners handbook by end 2005.
- 6% of teachers trained as examiners and moderators by end of 2006.
- Report and recommendations on the effectiveness of the examination program completed by mid 2005 and submitted to the Director General.
- Ongoing and regular feedback reports provided and disseminated to teachers regarding examination results.

9. Teacher Training and Development

Definition

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

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

Objective One:

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

Strategies:

- Examine the need for a new institutional arrangement for pre and in service training, curriculum development, examinations and assessments.
- Conduct a full review VITE program.
- Upgrade subject content, teaching methodology and assessment skills of teachers.
- Establish an independent panel to select students to VITE.
- Utilise teacher training options through collaboration with other training providers such as VIT, RTCs and Wan Smol bag.
- Upgrade education and / or teaching qualifications for Ni – Vanuatu teachers.
- Research sustainable models to improve pre-school teacher training.
- Provide training in special education for teachers.

Performance Indicators:

- Discussion paper of appropriate model by 2004 and submitted to the Council of Ministers by end 2005.
- Short-term consultant hired to review, evaluate and assist in the development of VITE by end 2005.
- Student selection panel established by end 2004.
- Subject content, teaching methodology and assessment skills of all teachers upgraded by end 2005
- VIT, RTCs and Wan Smol Bag on teacher training committees and attending meetings.
- Qualifications upgraded commencing 2005.
- Pre school teacher training models reviewed by end 2005.
- Special education teacher training to commence by 2006.

Objective Two:
Quality pre - service training for teachers

Strategies:

- Review harmonisation of current VITE program in regard to the pre-service of Bilingual teachers.
- Provide pre service training for senior secondary school teachers.
- Provide administration and management courses for teacher as part of their pre-service training
- Develop pre service training for subjects such as technology, agriculture, and PE, RE, Vanuatu Art, Music, Accounting.
- Emphasize language teaching as second or foreign language for teachers at pre - service training
- Develop pre service training relevant to the new curriculum.

Performance Indicators:

- Re – Thinking Vanuatu Education group to commence review of bilingual teacher training by end 2004.
- Review recruitment levels for candidates to enter VITE by 2005.
- Sufficient numbers of trained basic, secondary and senior secondary teachers to meet demand.
- Educational administration and management courses included in per service teacher training by end 2006.
- Review the pre service-training program in order to suit the new curriculum.

Objective Three:
Quality in - service training for teachers

Strategies:

- Develop a national strategy for in-service training for teachers.
- Incorporate in-service training in departmental policy.
- Evaluate teacher-training needs nationally.
- Decentralise in – service training through the establishment of roving trainers to go to all provinces.
- Establish an in-service training (INSERT) unit that will establish a national in-service training policy and coordinate training between the MoE and donors.
- Develop a plan of accreditation to all in-service training (INSERT unit role)
- Develop a structure for the in-service training unit, which will utilise the advisors and inspectors currently working within the MoE
- Include Principals and Directors in the in-service training
- Ensure in-service training is relevant to the curricula and focused to specific themes of the curriculum.

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

Performance Indicators:

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

10. Management, Administration, and Support Services

Definition

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

Objective One:

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

Strategies:

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

Performance Indicators:

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

- National HRD Plan in place by 2005 to guide decisions on scholarships and training.

Objective Two:

Review and strengthen the Teaching Service Commission

Strategies:

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

Performance Indicators:

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

Objective Three:

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

Strategies:

- Develop an up-to-date and useful database and policy and planning services through the Office of Policy and Planning.
- Complete school mapping process through the Policy and Planning Unit
- Implement the move to Smartstream and the FMIS.
- Review the recommendations of the EMIS Report 2003 and develop a realistic action plan utilising existing resources. Focus on improved communications between the Department, the PEOs, and schools, and on reliable and timely data to inform policy, plans, and decision-making.

- Prepare submissions for additional assistance to strengthen the EMIS, eg GIP, AVI.
- Develop a database for the Teaching Service Commission to include all relevant teacher information.
- Investigate models for transport and distribution of resources and materials to schools, especially those in remote and isolated areas.

Performance Indicators:

- MOE effectively using the FMIS and taking advantage of the Smartstream network and support by 2005.
- EMIS action plan in place by September 2004.
- Annual reports of progress against the EMIS annual plan.
- Schools and PEOs report improved communications within the Education System by end 2005.
- Quality officers to commence travel to schools and provinces following restructure approval.
- Best practice model for transport and distribution submitted for Director – General's consideration by 2005.

Objective Four:

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

Strategies:

- Develop and implement a training plan for all DOE and PEO employees.
- Implement the PSC performance management guidelines across the MOE/PEOs.
- Develop a MOE/PEO Procedures Manual.
- Implement a new initiative to provide training to improve educational management.
- Annual Reports to be prepared to meet legislative requirements. A calendar of all such requirements to be published annually and monitored by a senior officer.
- Define the status of Directors in charge of small schools.

Performance Indicators:

- DOE/PEO training plan in place and at least two training programs conducted by end of 2004.
- Annual training programs provided in line with the training plan.
- Performance Agreements in place and bi-annual performance discussions for all Directors and SEOs by start 2005 and for all other staff by 2006.

- MOE/PRO Procedures Manual in place by end 2004. Training regularly provided to staff in its use.
- More courses in educational management.
- All Annual Reports submitted on time and complying with legislative requirements.

Objective Five:

A fully resourced, recognized and supported Inspectors Unit

Strategies:

- Placement of the Inspectors Unit within the Office of the Director – General.
- Ongoing and regular school reports submitted to the Director General, Directors, TSC and all other stakeholders including schools as directed by the ACT.
- The Director – General to support the Inspectors authority in the execution of their duties.
- All information specifically referring to schools, to be cross-checked by the Inspectors Unit prior to publication.

Performance Indicators:

- Inspectors Unit placed within Office of Director General following restructure mid 2004.
- All recommendations from school audits and inspection reports completed within nominated timelines.
- Regular and ongoing meetings between the Director – General and the Inspectors Unit timetabled at the beginning of each school year.
- Up to date and accurate reports regarding schools published by the DoE.

Objective Six:

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

Strategies:

- Develop a medium-term funding strategy for the MOE.
- Develop a rational funding model to guide allocation of funds to schools.
- Improve monitoring and reporting on funding for priority education sectors.
- Encourage more effective and cooperative use of existing resources across the education sectors.
- Reinforce policies to ensure that practices which mis-use MOE funds and school fees (eg staff loans) cease.
- Seek a Phase 3 VIT/TVET Strengthening Project from AusAID and France.
- Seek funds to strengthen in-service education for teachers.

- Via VNTC and with the working party established by the Council of Ministers in March 2003, research and report on a Training Trust Fund and other sustainable funding strategies for the TVET system.
- Review MoE/MYDT budgets to achieve an increased share for TVET.
- Seek a further year of ADB Technical Assistance through the ADB Skills Development Project.
- Support the EU-funded Tourism Training Centre project.

Performance Indicators:

- MOE medium-term funding strategy in place and annually reviewed from 2005.
- Rational funding model for schools in place by 2005.
- Phase 3 VIT Strengthening Project commence in 2005 with integrated Australian and French support as part of a broader Strengthening Project.
- ADB Skills development TA Grant extended to 2005.
- Report to Council of Ministers by end of 2004 on Training Trust Funds and other Sustainable Funding Strategies for priority education sectors.
- MoE/MYDT budget for TVET increased to at least 2% by 2005.
- Construction of EU Tourism Training Centre and expansion of Tourism Training.

Objective Seven:

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

Strategies:

- Working with the PEOs, target education places and funds to disadvantaged and early school leavers, girls and women, rurally isolated and people with disabilities.
- Develop and promote a gender equity policy across the MOE.
- Promote access and equity and equal employment opportunity through all MOE statements and activities and to all providers, and monitor male and female participation and employment within the Ministry.
- Through the CDC and the TCDU promote access and equity as one of the key principles of course development.

Performance Indicators:

- MOE funding initiatives make a difference to participation of targeted disadvantaged groups.
- MOE gender equity policy in place by 2005.
- MOE reports cover Equity and Access and show increased participation of females in all sectors of education.
- All MOE Boards, Councils, and Committees have a reasonable percentage of women.
- Women are recruited to at least two of the new MOE positions.

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

Objective Eight:

Improve facilities planning and maintenance, and plan for sustainability.

Strategies:

- Develop a Facilities and Equipment Masterplan for the Education System, in liaison with the PEOs by 2006.
- Develop a Facilities Maintenance Manual for schools.
- Establish minimum enrolment requirements before a school building can be funded by the MOE.
- Permanent housing for the Teaching Service Commission.
- Develop official / legal lease between the DoE and the kastom owners of lands where primary schools are located.
- Customise a Procurement Manual.
- Initiate OH&S policy and procedures

Performance Indicators:

- MOE Facilities and Equipment Masterplan in place by 2005 and annually updated.
- MOE Schools Maintenance Manual provided to all schools by 2006.
- Procurement Manual customized by end 2005.
- OH&S policy and procedures for all schools initiated by 2006.