

Pacific Association of Technical and Vocational Education and Training

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

Written by
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July 2004

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

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

Acknowledgements

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

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

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

John Bartram

June 2004

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Executive Summary

The paper reviews the state of Technical and Vocational Education and Training (TVET) policy in countries across the region.

Most countries in the region are unable to provide a policy paper which shows how the various components of the training market work together to produce their workforce. Some are in the process of creating agencies (e.g. National Training Agencies) which can monitor and satisfy the quality of the training which takes place and correspondingly, can guarantee the certification provided by the trainers. The terms of reference ask for exemplars of good policy and so the information from Vanuatu is attached. Vanuatu provided a copy of their vision and policy statements, and those sections which are relevant to TVET are included in Appendix 2.

The need for national and regional qualifications frameworks have been frequently raised in discussions and correspondence. As labour seeks to move around the region in response to various push and pull factors, workers can be handicapped by lack of recognition of their qualifications. Students wishing to improve their qualifications are handicapped if they are required to repeat courses or are given no recognition for courses which they studied in a different country or even in a different institution in the same country.

Maritime training provided a very good example of the benefits of an international qualifications framework. Maritime courses are offered in a number of Pacific island countries and the qualifications are recognized world wide. Graduates from these courses are able to work in maritime companies around the world, no matter where they gained their qualifications.

Since the islands of the Pacific are small and some, very small, it is important to cooperate across the region. Policy development must support and promote regional cooperation.

In order to train an adequate labour force, governments must have a vision for the provision of TVET in their countries, which can be translated into policy and legislation. This paper suggests the elements of good policy for TVET.

Each of the countries participating in this study have provided a snap shot of national TVET policy development, together with a summary of issues that were seen as important.

Abbreviations

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

Introduction

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

The Pacific Association of Technical and Vocational Education (PATVET) at its meeting in Samoa in June 2003, and in its presentations to the 2004 regional Education Ministers meeting, highlighted the difficulties that existed because there was no uniform Regional Qualifications Framework (RQF). There was a very significant need to develop a RQF to make it easier for TVET students to cross national borders within the region. This should also improve the mobility of labour.

As a first step, PATVET members felt that they needed to have a better understanding of the vision, policies and approaches that have been developed in each of the island states. PATVET asked the Pacific Islands Forum Secretariat (PIFS) to commission a study to look at TVET policy in each of the countries.

Methodology

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

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

State of TVET Policy in the Pacific Region

TVET is an evolving concept whose roots lay in the school system and policy was most usually defined by the Education Act.

A number of the larger countries have established tertiary institutions which are the leaders in shaping TVET policy for their countries. The senior staff in these institutions, through their active participation in regional and international meetings and conferences, were the best informed on the development of TVET. They were able to provide good advice to governments on shaping the national face of TVET in their countries. The Samoa Polytechnic, the Vanuatu Institute of Technology and the Fiji Institute of Technology (FIT) are key institutions in their respective countries and major contributors to the TVET agenda.

Vanuatu provided the only response that indicated that there was a vision for TVET that is supported by policy and action. (See Appendix 2 – Vanuatu has provided copies of the Vision Vanuatu Education and Training, the TVET Masterplan, the Ministry of Education Corporate Plan 2004 – 2006 and the Ministry of Youth Affairs Corporate Plan 2004-2006. These documents are arranged hierarchically – from the top down and show how the vision shapes the plan and the policy). They might provide a useful model for developments in other Pacific Island states.

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

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

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

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

Even within countries, movement from institution to institution was not always easy. In the RMI, the National Training Agency has been established to grapple with this

problem and to prevent duplication of effort. In Samoa, this matter was being addressed within the voluntary association of TVET providers.

Fiji and Samoa are developing different modes of delivery such as distance learning so that people who could not access the major centres for face-to-face tuition are not disadvantaged. FIT has also developed a model whereby it franchises its courses to secondary schools and this has been successful in providing access to accredited TVET courses for a large number of students who might have otherwise dropped out of education altogether. At the Government level, however, there is no evidence of policy which supports alternative modes of delivery.

Questions highlighting the recognition of qualifications obtained through these alternative delivery modes by other TVET or higher education and by employers and professional associations need to be addressed.

The Essential Elements of Good Policy of TVET

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

Given that the Pacific islands are small states (see Appendix 5), it is beyond the means of the national governments to provide the range and depth of training which will meet the needs of their national economies and at the same time provide opportunities for individuals to achieve their potential and personal ambitions in a field of TVET. None of the respondents indicated that there was any regional agreement that tried to rationalize TVET across the region. Good policy should facilitate and encourage regional cooperation, while maintaining national integrity.

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

It is worth noting here that at a meeting of Education Directors in December 2004, the issue of a RQF was discussed extensively. Preliminary research by the UNESCO Pacific office revealed that developing a Regional Qualifications Framework would be a massive task, given that New Zealand took ten years to develop its National Qualifications Framework. What was agreed on was that a recommendation be put to Education Ministers that a 'Register of Qualifications' be put together as a starting point. A meeting of Pacific Education Ministers in January 2004 subsequently endorsed this recommendation. There has been no action at this point, as funding has not yet been found. The TVET sector might provide a useful starting point. The RQF will not happen quickly, but there is a mandate to move forward slowly. However, the example of Maritime Training described earlier demonstrates what can be achieved when there is agreement and a framework is established.

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

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

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

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

Good policy will facilitate good curricula since curricula that are relevant and coordinated are key outcomes from good policy. Relevant curricula will meet local needs and thus support the growth of local industry. Curricula may be imported from

elsewhere, particularly if it is developed for delivery using open, flexible or distance learning..

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

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

In summary, each country should produce a national vision for TVET, supported by policy and legislation. This policy should provide a means of guaranteeing quality of training for both government and non-government training providers. Policy should identify the agencies, government departments or positions that are charged with this responsibility. The vision should look forward to increased regional cooperation with a greater sharing of roles and responsibilities across the different Pacific Island states. At the regional level, there should be vision and agreed policies which facilitate the movement of students between TVET institutions in different countries. Therefore, good policy must be holistic and encompassing and not fragmented.

Where to now?

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

In order to play a more significant role, it is proposed that PATVET take a leading role by calling together a meeting of stakeholders to review the state of policy development in the Forum member countries. This would provide an opportunity to show case examples of good policy development. It could be structured to provide opportunities to debate examples of best practice to identify their strengths as well as their weaknesses.

Experts from countries with well developed policies such as Australia and New Zealand or from the ILO could be invited to participate and act as commentators or devils advocates to the discussion. In such a meeting, delegates from the Pacific Island countries could begin to draft a check-list of matters that their own national policies should address. They could also develop a check-list for those items that the region must begin to discuss. Such a meeting might act as a catalyst for action in the Forum member countries by focusing attention on both the Forum Basic Education Action Plan and their national policy and planning framework in so far as they

address the needs of TVET. The Directors of the Samoa Polytechnic, Fiji Institute of Technology and Vanuatu Institute of Technology could provide the steering group for such a meeting.

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

TVET Policy in Individual island States

Cook Islands

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

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

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

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

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

Fiji

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

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

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

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

Students are currently able to move between institutions but with limited academic credit because there is no policy to recognize qualifications obtained at the various institutions. However the TPAF is in the process of formulating a national qualifications framework for tertiary and industry qualifications. This is scheduled for implementation in 2005. The Ministry of Education will formulate a framework specifically for primary and secondary schools to have linkages to the tertiary and industry framework.

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

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

Kiribati

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

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

Information provided by Kiribati indicates that there is no overarching vision for TVET with associated policy and legislation in Kiribati. There is no qualifications framework of regulation of TVET providers. The only accreditation provided was when courses were offered by institutions outside of Kiribati such as USP.

Nauru

The only TVET provider in Nauru is the Nauru Vocational Training Centre (NVTC), which is 80 per cent funded by the Government. The NVTC operates with an advisory committee with stakeholders from government, employers and the workforce. There is no separate Government vision statement or policy on TVET.

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

Because Nauru is a very small island state, funding for the NVTC is very limited.

Niue

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

Papua New Guinea

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

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

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

The National Apprenticeship and Trade Testing Board (NATTB) monitor and set standards for trade testing in PNG. Students from any of the TVET providers must go to the NATTB to be tested for trade competencies, which will then be recognised throughout PNG. Because a process is in place to assess prior learning and experience, attendance at a course is not necessary before testing. Outside of the

NATTB, there is no National Qualifications Framework. TVET curriculum is based on standards set by NATTB.

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

Republic of the Marshall Islands

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

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

Non-government providers of TVET are regulated by the NTC.

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

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

Samoa

The response from Samoa identified the major Government provider of TVET in Samoa as the Samoa Polytechnic. The Samoa Polytechnic was created by the Samoa Polytechnic Act in 1962 and offers a range of courses in Technology, Commerce and Maritime with an annual 600 EFTS. The non-government institutions include the Church College of Samoa, the Marist Centre for Special Learning, the Christian Congregational church of Samoa – Tuasivi College, the Don Bosco Technical Centre, the Beautiful Expression of Natarue of Fine Arts, the Uesiliana Vocational Training Centre and the Methodist Board of Education – Lauma o Punaoa Technical Creative Centre. The Church College of Samoa, Don Bosco Technical Centre, Uesiliana Vocational Training Centre and Methodist Board of Education – Lauma o Punaoa Technical Creative Centre are the main ones offering trade programs at a college level with annual EFTS from 100 – 200.

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

The non-government TVET institutions are not regulated by the Government.

The Government does not currently have policy in place to establish the quality of training and validate the certification provided by the various TVET institutions. However, the Samoa Qualification Authority is now approved by Government to be established within the next two years and it will take on this role.

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

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

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

Solomon Islands

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

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

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

A major weakness in Solomon Islands results from the breakdown in the infrastructure, although this is being restored. The lack of coordination between the

large number of various providers has resulted in an ineffective response to the needs of the labour market. Access is difficult for many of the people in the Solomon Islands living on its approximately 300 islands. However, opportunities are in place for Solomon Islands to rebuild and there is huge support from donor agencies, as well as the encouragement and support from other countries in the region.

Tonga

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

The TMPI was established under the Ministry of Education Act 1995. The non-government institutions are not regulated in any way by the Government, although they receive some Government financial support.

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

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

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

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

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

Tuvalu

Tuvalu is a small country and is one of the most over populated small island states in the world. It has a population of slightly more than 10,000 living on a land area of

roughly 26 square kilometres. The school population enrolled in early childhood centres, primary schools and secondary schools is about 2,500.

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

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

TVET is being strengthened and this is reflected in the development of the Education and Training Sector Masterplan (ETSMP). Of particular concerns are the growing populations of students (or youths) dropping out from the formal education system, which is the main focus of the education system in Tuvalu. The most immediate concern is with the dropouts (or the failures of the National Year Eight examination – which is administered at the end of Year Eight). The other major concern is adults without jobs, or youths and adults wanting to up-skill in the various trades that they are involved in.

There is no existing Masterplan or vision for TVET but this is being remedied in the production of the ETSMP. TVET Policy emerges from the Education Policies. The Government does have policies in place to regulate the provision of TVET by non-government institutions. It does not have any mechanism to regulate the quality and credentialing of this training through a National Qualifications Framework. It would welcome such a development and recognizes the need to rationalize qualifications obtained by its citizens in other countries so that these qualifications are recognized when these citizens return to Tuvalu. It is interesting to note that the greatest part of the Tuvaluan economy is in the form of remittances from those students who have completed their maritime studies and are now working in international shipping companies.

Tuvalu grapples with unique issues. It has such limited land area that most of the TVET teaching occurs on an island that is remote from the capital. While communications between these islands is difficult, communication with the other islands is even more difficult. Tuvalu has just begun to develop a form of distance education that might help to reach these remote communities.

The need for a Pacific Qualifications Framework is very critical as some of the islands in the archipelago are disappearing under the sea and people may need to relocate to other parts of the world. In order to survive, they will need to carry with them qualifications that will be recognized in the countries to which they move. The success of the courses in Maritime Studies is very evident in Tuvalu.

Vanuatu

The major formal providers of TVET in Vanuatu include the:

Vanuatu Agriculture College (VAC) under construction and funded by the Chinese Government, the Vanuatu Institute of Technology (VIT), the Vanuatu Maritime College (VMC) and the Vanuatu Institute of Teacher Education (VITE).

The non-formal providers are mostly community-based organization aided by donor agencies and private providers such as NEXT Vanuatu Limited. The non-formal providers are powerful in reaching out to the majority of the population who live in rural areas.

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

The driving force behind TVET is the Vanuatu Institute of Technology, a lead teaching institution. VIT has developed a strategic plan and vision for TVET at the local and national level. VIT was established by an Act of Parliament – the Vanuatu Institute of Technology Act (2001). It is an important voice in the development and implementation of TVET policy through the Ministry of Education (Formal TVET) and Ministry of Youth Development and Training (Non Formal TVET).

The policy for TVET is established in the vision statement – *Vision Vanuatu – Education and Training* which established the framework for *TVET Masterplan*. The Ministries of Education and Youth Development have produced their Corporate Plans, which give the policy for TVET within the respective government agencies. All of these are attached in Appendix 2.

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

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

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

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

Extracts from Vanuatu's Education Masterplan, from the TVET Masterplan and relevant excerpts From Ministry of Education Corporate Plan are attached in Appendix 2.

Appendix 1: Policy Questionnaire sent to all PATVET members.

Pacific Association of Technical and Vocational Education (PATVET)

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

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

Please answer the following questions as fully as possible and then fax and/or email your responses to the Chair of PATVET, Mr Perive Lene, Samoa Polytechnic, Apia, Samoa. (Email: ptlene@sampol.edu.ws)

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

c. Funding
How are the Government Institutions funded?

4. Non Government/Church/overseas colleges or schools
a. Legislation and Policy
Are non Government Institutions regulated in any way by your Government?
Please identify the appropriate legislation and associated policies.

b. Funding
Please describe any financial support provided by your Government?

5. Qualifications Framework
a. Policy and regulation
Has your country developed and implemented policies to recognize the qualifications obtained at the various TVET teaching institutions?
Is there any legislation in place which establishes National Agencies to ensure the quality of the training and the validity of the certification provided by these institutions?
What is the role of the professional associations in this regard?
Are students able to move between Institutions in your country and carry their academic credit with them or will they find themselves repeating work that they have already covered.
Is there any provision for recognition of prior learning?

b. Regional Qualifications Framework
Are there barriers to students wishing to study at other institutions in the region, is their due recognition given to the qualifications they receive in their home country?
What are these barriers and how might they be overcome?
Is this an important issue that should be referred to the Education Ministers for their consideration?

6. Analysis - this reflects your view as to what works. PATVET will produce a paper which suggests model policies for governments.
a. How effective is the system of delivery of TVET in your country? On a scale of 1 (poor) to 5 (excellent) how would you rate the following?

Government Institutions	[]
Church Institutions	[]
Other Private Institutions	[]
Overseas colleges or schools	[]

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

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

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

Government Institutions []

Church Institutions []
Other Private Institutions []
Overseas Institutions []

c. General Comment

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

Appendix 2: Vanuatu – TVET Policy and Strategy.

The Masterplan and Policy Directions (April 2004)

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

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

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

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

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

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

Vision Vanuatu Education and Training - 2004 to 2015

Goals in summary:

A quality framework to ensure improved service delivery.

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

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

A strong Technical and Vocational Education (TVET) system.

Improved access to higher education.

Strong curriculum and learning materials, accessible to all schools.

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

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

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

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

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

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

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

Objectives:

Establishing VIT Provincial campuses and expanding rural training and training for disadvantaged groups.

Introducing higher level certificates and diplomas at VIT in Port Vila and introducing new course areas to meet the needs of the formal economy and the productive sectors.

Promoting technology (TVET) in schools.

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

Objectives:

Continuing to support USP and the French Speaking Universities center.

Assisting TVET institutions and selected senior secondary schools to provide Year 14 and 15 Diploma programs which are recognized by international universities and institutes.

Exploring Associate Degree options with USP and VIT.

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

Objectives:

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

Remove barriers to teacher and school access to curriculum and materials.

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

Objectives:

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

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

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

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

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

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

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

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

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

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

Objectives:

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

These commitments will require us to address issues of transport, communication, delegations, accommodation, and to implement the spirit of the new Education Acts.

We will steer, not row. The schools and institutes are primarily responsible for providing quality of education and training. Our job is to provide direction and assistance. Decentralisation of roles and accountability for use of resources will be the focus of the next five years.

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

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

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

Introducing parent and student choice of school and course.

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

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

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

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

TVET Masterplan 2003 to 2010 (November 2003)

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

Preface

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

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

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

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

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

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

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

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

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

Abel Nako
Director-General Education Youth Development and Training.

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

Development mission

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

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

Vision

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

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

Values and guiding principles

Transparency, fairness, equity, and accountability

Respect for unique contribution of formal and non-formal providers

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

Cooperation and collaboration and wise use of limited resources

Leadership codes and ethics

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

Promoting the best of world cultures.

Goals

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

The Benefits of the TVET System Outlined in this Masterplan

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

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

TVET Masterplan

Goal One: Policy, coordination, recognition, and support

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

	<p>to assist TVET meets local and provincial development needs.</p> <p>The VNTC Consultative Committee established by end 2003 and meeting at least twice a year to ensure stakeholder involvement with the ongoing planning of the TVET system.</p> <p>Non-formal coordinating organizations such as VRDTCA, VANGO, and the NFE Taskforce strengthened.</p> <p>National Industry Advisory Committees recognized and supported for their contributions to establishing competency standards for the formal economy.</p> <p>Existing TVET legislation and regulations reviewed and changes recommended to MYDT by end 2004.</p> <p>A Benefit and Evaluation System for TVET to be in place by the end of 2004.</p> <p>Advice to be developed on:</p> <ul style="list-style-type: none"> • Trade Testing and cooperation with the Department of Labour and the ILO. • Skills Olympics. • A TVET Management Information System (MIS), integrated where possible with the GoV's whole of Government MIS, EMIS, and VIT MIS. <p>VNTC and PTBs to provide a role model in user-friendly systems and procedures and to work to avoid unnecessary bureaucracy and waste.</p> <p>Annual evaluations and reports on progress against this Masterplan to be prepared by VNTC. A midway report to be completed in 2007.</p> <p>A national TVET Award scheme to be established to annually recognize excellence amongst students, teachers, managers, volunteers, and courses and materials.</p>
<p>Integrated approach with the Ministry of Education and the Education For All country plan.</p>	<p>Effective communication systems to be in place between MYDT, VNTC, and MoE (including the education advisory bodies) for a cooperative approach to:</p> <ul style="list-style-type: none"> • Refinement and implementation of the Education For All country plan. • Development of TVET in schools. • Improved pathways between schools, TVET, and higher education, and more opportunities for early school leavers. • A common Management Information System and information technology and communication systems. • Opportunities for a common approach to course accreditation. • Integrated policy development.
<p>International TVET links.</p>	<p>Links with international TVET bodies strengthened to maximize value to Vanuatu's TVET system, eg</p>

	<ul style="list-style-type: none"> • The Pacific TVET Association • Commonwealth of Learning TVET Distance Learning Network • UNEVOC Centres • Asian South Pacific Bureau of Adult Education • South Pacific Communities • PIANGO • Regional and international TVET providers.
A strengthened UNEVOC (TVET Resource) Centre.	<p>The Vanuatu UNEVOC (TVET Resource) Centre to be progressively strengthened and expanded to better perform the established functions of:</p> <ul style="list-style-type: none"> • developing and leading a national TVET network • Information flow within Vanuatu's TVET network and with the wider UNEVOC network • Research, publications, and databases • Professional development • Sharing resources. <p>The Vanuatu UNEVOC Centre to be accommodated in the VIT Learning Resource Centre proposed to be built in 2004, and to be more widely available to TVET providers.</p>

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

Development, accreditation, and delivery of the Vanuatu Community Certificate (VCC) and the Vocational Foundation Certificate (VFC) as recognized and respected alternative pathways for young people and adults.	<p>Vanuatu Community Certificate to be developed by building on, adapting, and recognising existing curriculum and materials for piloting and accreditation in 2004. The VCC to provide open access and to comprise flexible modules in:</p> <ul style="list-style-type: none"> • Functional literacy and numeracy • Personal development, lifeskills, health and hygiene • Basic technical and practical skills relevant to rural life. • Communications and study skills • Custom traditional skills • Community development • Basic entrepreneurial and income-generating skills • Environmentally sound, sustainable development • Disaster management. <p>Vanuatu Vocational Foundation Certificate to be developed, piloted, and accredited in 2004. The VFC to comprise flexible modules which build on the VCC and prepare people for their own vocational projects, employment, or further study. VFC vocational modules will cover areas such as agriculture, rural tourism, sports, performing arts, information technology.</p> <p>The expansion of structured training in Sports and Recreation.</p> <p>The VCC to be available to be offered in every Province by registered non-formal providers.</p> <p>The VFC to be available to be offered in every Province by VIT Provincial Campuses and other registered providers.</p>
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	<p>The VCC and VFC widely recognized and respected as providing pathways to further education and TVET, self-reliance, improved quality of life, and employment.</p>
Increased demand-driven course options.	<p>VNTC and PTBs to regularly summarise and disseminate training needs identified in GoV HRD and training plans, REDI plans, Industry Advisory Committee reports, surveys, and other sources.</p> <p>Providers to respond to demand for new courses from communities, provinces, and the formal and informal economies.</p> <p>VRDTCA and other NGO organizations to continue to promote responsiveness to community needs.</p>
More higher level TVET Certificates and Diplomas.	<p>Vanuatu Institute of Technology (VIT) Vila campus to move to post Year 12 entry in 2005 as required by MoE policies.</p> <p>VIT, in liaison with Industry Advisory Committees, to review existing course profiles and develop higher level TVET courses and present these for VNTC accreditation.</p> <p>VIT to explore new course areas to benefit the productive sector. In the first instance, VIT should explore the introduction of:</p> <ul style="list-style-type: none"> • Information and Communication Technology • Management • Entrepreneurial and Small business Skills • Performing Arts <p>Vanuatu Maritime College, School of Nursing, Police College, College of Agriculture, and other providers to be encouraged to meet VNTC requirements for higher level TVET course development and delivery.</p>
Expansion of literacy programs to improve the levels of literacy for young people and adults.	<p>VNTC to work with Literacy Providers (World Vision, RTCs, and other provider) to provide assistance in:</p> <ul style="list-style-type: none"> • The development of a national Literacy Plan. • The expansion of literacy programs for adults and young people. • The conduct and assessment of the national Literacy Survey. • The formation of a Vanuatu Literacy Council or Association. • Links with Literacy projects in the Region and internationally.
TVET in Schools.	<p>A working party to be established by 2004 to explore a coordinated approach to the introduction of accredited TVET courses in schools.</p> <p>Accredited TVET in Schools options to be progressively introduced from 2005.</p> <p>Role of secondary technical schools within the TVET system</p>

	to be further explored by key stakeholders.
Quality of delivery and a focus on students.	VNTC, through its registration, accreditation, monitoring, and quality systems will work cooperatively with providers to improve the quality and standards of TVET courses. All TVET providers will be encouraged to “put students first” and to provide access and pathways to accredited training and recognized qualifications.

Goal Three: Rural and provincial training

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

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

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

College.	courses with the VNTC as a major TVET provider.
A single, sustainable national institute.	Continue to explore with all stakeholders the merits and risks of a single formal TVET Institute as proposed in the Education Masterplan.

Goal Five: Strong non-formal TVET providers

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

Goal Six: Access and equity

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

Goal Seven: Sustainable Funding

An increased share of Education funding for TVET.	MoE budget to be reviewed to achieve an increased share for TVET from the 0.7% allocation in 2003.
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	<p>A further VIT Strengthening Project to be actively pursued to commence by 2005, following an extension of Phase Two in 2004.</p> <p>An extension of the ADB Skills Development TA Grant actively pursued for 2004 – 2005.</p> <p>The EU-funded Tourism and Hospitality Training Centre project to be actively supported 2003 to 2006.</p>
Additional and new initiative funding secured for the TVET sector.	<p>The MoE and the MYDT to pursue additional funds to implement this TVET Masterplan through the new initiative and GIP processes.</p> <p>Links with existing micro-financing schemes to be explored.</p>
Enhanced financial management and accountability, and effective use of resources.	<p>MYDT, VNTC, and PTBs to give leadership to a culture which values responsible and accountable resource management.</p> <p>Finance management training to be provided to TVET providers.</p> <p>A rational funding model or formula to be developed to guide the allocation of GoV funds to formal and non-formal TVET providers.</p> <p>VNTC to establish effective financial monitoring and reporting systems to oversee GoV and donor funding, for TVET.</p> <p>PTBs and VIT to work with other stakeholders to ensure best use of existing resources when establishing Provincial campuses.</p>
<p>Achieve sustainable and coordinated funding for non-formal TVET providers.</p> <p>Achieve sustainable and coordinated funding for formal TVET providers.</p>	<p>Training Fund Schemes trialled and evaluated with GoV funds during 2003 – 2004.</p> <p>Training Fund Schemes trialled and evaluated with ADB funds in 2003 – 2004.</p> <p>The Council of Ministers Working Party on a Training Trust Fund to be actively supported to:</p> <ul style="list-style-type: none"> • Conduct consultations and liaise with DESD and the Department of Finance and other stakeholders. • Conduct further research and feasibility studies into Training Trust Funds. • Prepare a discussion paper and recommendations by mid 2004. <p>Sustainable TVET Funding Schemes in place by 2006.</p> <p>Annual negotiations with development partners to sustain a coordinated approach to TVET funding.</p>

Relevant Excerpts From Ministry Of Education Corporate Plan 2004 To 2006

Learning For Life: Education at the Crossroads

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.

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.

GOVERNMENT OF THE REPUBLIC OF VANUATU

MINISTRY OF YOUTH DEVELOPMENT AND TRAINING

CORPORATE PLAN

2004 TO 2006

Forward

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

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

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

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

This Corporate plan flows from the Comprehensive Reform Program and

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

The Honourable Morking Stephens
Minister of Youth Development and Training

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

Development mission

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

Vision

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

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

Values and guiding principles

Transparency, fairness, and equity.

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

Teamwork.

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

Cooperation and collaboration and prudent use of limited resources.

Leadership codes and ethics. Professionalism and accountability.

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

Promoting the best of world cultures.

Definition of Youth

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

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

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

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

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

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

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

- Definitions, scope, and Government/NGO partnerships, responsibilities and accountabilities re Youth Development, Sport and Recreation, and TVET.
- Promotion of TVET across Vanuatu.
- Funding allocations and best use of existing resources, aligned to policy directions.
- Quality of service delivery. Improved procedures.
- Ongoing strengthening of policies and plans. Development and approval of a National Youth Policy.
- Contributing to the development of Vanuatu's first National HRD Plan.

Summary of Key Objectives for 2004 to 2005

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

Youth Development: Being Seen, Heard and Valued.

Kampen Blong Bildimup Wan Gudfala Fiuja Long Ol Yangfela.

Definition of Youth Development:

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

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

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

Definition:

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

Objectives**Objective One:**

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

Strategies:

- New structure for MYDT approved and in place by mid 2004.
- Task Force to oversee implementation of TVET Masterplan and monitor compliance with MYDT policy directions approved in 2003.
- Ensure VNTC is strengthened by:
 - Recruitment and training of two officers and new Council Members.
 - Study tour to PNG for VNTC Executive Officer in March 2004 (funded by ADB).
 - Technical Advisor to VNTC from late April to late July 2004 (funded under the VIT Project).
- Monitor VNTC's achievement of its workplans:
 - VNTC Policies and Procedures Manual to be finalized in 2004.
 - VNTC Consultative Committee established and providing advice from across relevant GoV agencies and the private and NGO sectors.
 - Provincial Training Boards formally recognized, training provided to Board members, and PTBs active in advising on the training needs and solutions of their provinces.
 - VNTC database of TVET courses and providers in place.
 - Industry Standards agreed and National HRD needs prioritized.
 - Quality System in place, and excellence and quality in TVET recognized through a national awards system.
 - A permanent, independent office secured.
 - Industry Advisory Committees formally recognized and active in advising on training needs and solutions of the formal economy.
 - Wide promotion of VNTC and its benefits, and a VNTC web-site in place.
- Liaise with the Australian and French Design Teams during 2004 to achieve further strengthening support for MYDT and VNTC from Australia and France under the VIT/TVET Strengthening Project Proposal 2005 to 2010.

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

Performance Indicators:

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

Objective Two:

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

Strategies:

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

Performance Indicators:

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

Objective Three:

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

Strategies:

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

Performance Indicators:

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

Objective Four:

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

Strategies:

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

2004 French and Australian design visits for the VIT/TVET Strengthening Project 2005 - 2010.

- Liaise with the Ministry of Agriculture, Forestry and Fisheries (MAFF) re planning for the College of Agriculture.
- Support and oversee the development of the Vanuatu Maritime College (VMC) as a National and Regional resource.
- Liaise with VNTC to encourage the establishment of overseas and commercial TVET providers in Vanuatu and their compliance with the VNTC Act to provide quality training within financial guidelines to protect students.

Performance indicators:

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

Objective Five:

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

Strategies:

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

Performance Indicators:

- Each PTB to meet annually with all stakeholders.
- At least two meetings each year of the VNTC Consultative Committee to ensure stakeholder involvement., and to discuss and promote TVET policies and plans and to improve service delivery.
- VNTC Register of TVET Courses and Resources.

- National Awards for quality NGO TVET providers by 2005.

Objective Six:

An accessible and equitable TVET system.

Strategies:

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

Performance Indicators:

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

Objective Seven:

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

Strategies:

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

Performance Indicators:

- Report to Council of Ministers by end of 2004 on Training Trust Funds and other Sustainable Funding Strategies for TVET.
- MoE/MYDT budget for TVET increased to at least 2% by 2005.
- Phase 3 VIT Strengthening Project commence in 2005 with integrated Australian and French support as part of a broader TVET Strengthening Project.
- ADB Skills development TA Grant extended to 2005.
- Construction of EU Tourism Training Centre and expansion of Tourism Training.

Appendix 3: Extract from the Forum Basic Education Plan – 2002

FORUM BASIC EDUCATION ACTION PLAN - 2001

Auckland, New Zealand, 15 May 2001

National and Regional Development Context

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

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

- (a) national planning for universal and equitable educational participation must take into account:
 - (i) the cultural, moral social, political and economic contexts of education;
 - (ii) the inter-relationships of the various levels of educational provisions and institutions.
- (b) in order to develop sound policy and planning frameworks it is essential to improve:
 - (i) data and information collection and retrieval systems to provide accurate, timely, and relevant data for informed policy decisions;
 - (ii) the capacity of national systems to develop coherent national educational plans through high level training of key personnel and strengthening of the human and material resources of planning units.
- (c) that Ministers of Education consider the setting up of a regional qualifications framework, covering basic, primary, secondary, TVET and tertiary education, benchmarked against appropriate international standards and qualifications.

Technical and Vocational Education and Training (TVET)

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

- (a) that, in accordance with existing national provisions for TVET, governments should endeavor to raise the status of TVET in national education policies;

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

Appendix 4: Terms of Reference

Background

1. The Forum Basic Education Action Plan that was developed by Education Ministers in 2001 placed importance on technical and vocational education and training (TVET). Ministers agreed, inter alia, that in accordance with existing national provisions for TVET, governments should endeavor to raise the status of TVET in national education policies.
2. Pacific Island Countries have TVET programmes in their education systems. TVET is also provided by non-governmental and private bodies. There is, however, a lack of coherent policy in many countries.
3. A UNESCO Pacific office report on the Tack force on Technical/Vocational Education and Training in the Pacific Region (2001) noted that there was a need for a review of current in-country policies in TVET.

PATVET

4. The Pacific Association of Technical and Vocational Education and Training (PATVET) is an independently constituted association representing organizations that deliver TVET in Pacific island states. It was established in October 2002 at a meeting of senior managers of TVET. The countries represented were Cook Islands, Fiji, Kiribati, Nauru, Niue, Papua New Guinea, Samoa, Solomon Islands, Tonga and Tuvalu. The Republic of the Marshall Islands participated at a later meeting.
5. PATVET was established with the objective of promoting regional cooperation identifying areas of common concern and taking actions such as making representations to regional organizations.
6. In discussing regional concerns, it has become apparent to PATVET that there is a serious lack of knowledge both between countries and also within some countries of policies on TVET.
7. In order to facilitate more efficient and effective access to and delivery of TVET in the Pacific, it would be beneficial to have a survey and analysis of TVET policy and legislation in the region.
8. There is considerable interest in the Pacific region on the development of a regional qualifications framework in TVET. This policy review will provide valuable background to further work on such a framework.

Objective of the consultancy

9. To provide a regional overview of policy and legislation on TVET in Forum island Countries and to provide examples of best practice or model policy that could be replicated.

Specific Tasks

10. A desk review of policy on technical and vocational education and training. This should include:
 - a. the results of a regional survey
 - b. an analysis of the survey
 - c. examples of model policy that could be replicated by other countries.

Appendix 5: Pacific islands – facts and figures

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

Appendix 6: Australia and New Zealand Qualifications Frameworks

For more details check out the web sites:

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

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

AUSTRALIAN QUALIFICATIONS FRAMEWORK

The AQF comprises thirteen national qualifications issued in:

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

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

AQF Qualifications by Educational Sector

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

NEW ZEALAND QUALIFICATIONS FRAMEWORK

Ten levels

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

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

Framework qualifications consist of:

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

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