



VESP

**VANUATU EDUCATION
SUPPORT PROGRAM**

**Vanuatu Curriculum Development Junior
Secondary (Years 7-10) – Proposed
approaches**

June 2021 – revised and re-submitted on 13/08/2021



Vanuatu Education Support Program is managed by Tetra Tech International Development,
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Abbreviations

CDU	Curriculum Development Unit
DFAT	Department of Foreign Affairs and Trade
GER	Gross Enrolment Ratio
ECCE	Early Childhood Care and Education
EQAP	Education Quality and Assessment Program
KD	Key Deliverables
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MoET	Ministry of Education and Training
PL	Professional Learning
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
VERM	Vanuatu Education Road Map
VESP	Vanuatu Education Support Program
VESS	Vanuatu Education Sector Strategy
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
VNCS	Vanuatu National Curriculum Statement

1 Purpose

This document describes the framework for Vanuatu Education Support Program (VESP) Deliverable #4, previously titled: Year 7 Curriculum Resources Development and Implementation Plan. The revised title above takes into consideration Years 8, 9 and 10 as well. The purpose is to describe the approach for development of the Year 7 curriculum resources and provide recommendations for the development and implementation of the Years 8, 9 and 10 curricula to ensure continuity of teaching and learning.

2 Background

This section provides a brief overview of the education context in Vanuatu and the history of the development of curriculum materials.

2.1 The Context of Vanuatu

Vanuatu consists of 83 dispersed islands and is one of the most disaster-prone countries in the world, regularly experiencing earthquakes, tsunamis, volcanoes, cyclones and floods. Vanuatu's estimated population is 300,000 with a growth rate of 2.3%¹. Much of the population is dependent on subsistence agriculture and informal economy.

The logistics and management of Education in the island nation is particularly challenging due to its insular geographical nature. The Education Sector is one of the largest government service deliverers and employers in Vanuatu. Education is funded by parents and communities, churches, and the government with support from donor partners.²

2.2 A Brief History of Education in Vanuatu

The Vanuatu education system reflects its colonial past and role of the Church in establishing schools. Prior to colonisation and before the establishment of the Condominium³, schools in what was known as the New Hebrides, were mostly run by the missionaries. Missionaries started the first schools in the New Hebrides in the mid-1800s. The Church authorities provided basic education to spread Christianity. The main purpose of schooling was to give local people the skills they needed to read the Bible. The missionaries recognised that in order to spread the gospel they had to teach children to read and write. Many of these early schools used local languages as the medium of instruction, but gradually changed over to English or French.

In the late 1950s and early 1960s, the British and French administrations of the Condominium became directly but separately involved in education. They established a number of new schools that were either Anglophone or Francophone with existing schools continuing in the hands of the missions. Support for Francophone and Anglophone schools by the respective condominium partners created a dual system of education based on the colonial languages. Schools mostly used imported curriculum materials from France and England and other colonies in Africa and the Pacific. In 1968 teachers' college lecturers and mission education staff developed the first curriculum materials for use in all Anglophone primary schools. Francophone schools continued to mostly use materials from overseas although some materials were developed locally.

Since Independence (1980), the French and English bureaucracies merged, and education became the responsibility of the newly established Vanuatu Ministry of Education. Most churches had either handed over their primary schools to the government or established a shared relationship with the Ministry.

¹ Source: Vanuatu Education and Training Sector Strategic Plan 2020-30. June 2020

² Vanuatu Education and Training Sector Strategic Plan (VETSS) 2020 – 2030 p11

³ From 1906 through to independence in 1980 the islands were ruled as a condominium by France and Britain; that is, it was ruled jointly. The French and the English each looked after their own nationals.

2.3 Education Today

Today, Vanuatu continues with a dual education system, i.e. children are still educated in French (Francophone) or English (Anglophone) schools. But significant steps have been undertaken to develop a unified curriculum (K-13) that describes common outcomes for all students. The development and implementation of the new primary curriculum ensures the curriculum content is the same for both Anglophone and Francophone schools. This is a step taken towards harmonising the curriculum content from primary through to secondary level. Education is also now administered under the one Education Act (No 9. 2014).

Education is not compulsory in Vanuatu and this presents challenges for achieving universal access and participation in the education sector, particularly within Early Childhood Care and Education (ECCE) and primary education; and for retention into lower secondary and senior secondary schooling.

The formal school education structure comprises ECCE (Ages 4 and 5); Primary School Education Years 1 to 6 (Ages 6 to 11); Junior Secondary School Years 7 to 10 (Ages 12 to 15); and Senior Secondary School Years 11 to 13 – and Year 14 in the Francophone schools (Ages 16 to 18). This is illustrated below.

Table 1: Stages of schooling

Pre-School	Primary (Years 1-6)	Junior Secondary (Years 7-10)		Senior Secondary (Years 11-13)⁴
4 – 5 years	6-11 years	Year 7-8 ⁵	Year 9-10	16-18 years

Source: Vanuatu National Curriculum Statement (VNCS) 2010

More than 50% of Vanuatu’s population is of schooling age, which influences, and places significant pressure on the education system. Primary provision continues to account for the larger proportion (c. 59%) of students in the system in a given year. A large proportion of pupils are recorded as either dropping out, or leaving the education system, in the junior secondary level.

The school sector employs 4,004 teachers (inclusive of teachers paid by the government and by the school). The most recent data shows that there are 16,253 students enrolled in kindergarten, 56,633 in primary school, 18,488 in Junior Secondary and 5,470 students in secondary school. The primary and secondary schools are owned and managed either by government, churches, or private individuals/organisations (Data from Education Statistics, 2020 MoET).

⁴ There is a Year 14 in the francophone curriculum schools

⁵ Where possible Years 7 and 8 will be sited on a secondary campus and at this level all students will be taught by specialist teachers

2.4 Curriculum Development and Implementation in Vanuatu 2000-2021

Shortly after Vanuatu gained independence, it set about to establish a unified curriculum for Francophones and Anglophones so that all children could follow the same curriculum and have the same opportunities irrespective of the language they are taught in. In 1981, Francophone student teachers joined their Anglophone colleagues to all be trained through the Vanuatu Teachers College. They were however trained to teach different curricula followed by Anglophone or Francophone primary schools at that time. Shortly thereafter, there were discussions between French-speaking and English-speaking education personnel to establish some common curriculum ground and achieve primary education curriculum harmonisation

It was not until the 1990s that substantial progress was made. There were several forums, key stakeholder consultations across all provinces, and government reports that ultimately culminated in the development of the 2010 VNCS. These included the *Education Master Plan 2000 - 2010*, the *October 2002 Re-Thinking Vanuatu Education Together Conference*, the *2004 Austin Report*, the *2007 CRP Summit* resolutions, the *2007 Education National Summit*, and the *National Forums* in 2009 and 2010. Further, the 2007-16 *Vanuatu Education Sector Strategy* (VESS) identified as one of its priorities, the unification of curriculum content and production of a Ni-Vanuatu (people of Vanuatu) curriculum (syllabus) whatever the language of instruction (French, English, Bislama or a vernacular language).

The development of the VNCS represented the first step towards a truly harmonised Vanuatu curriculum. It identifies what children and students should learn and experience in schools and colleges – taking into account the national values and the needs of the country now and in the future. In essence, the VNCS is a statement written by Ni-Vanuatu for Ni-Vanuatu. It guides the development of the national curriculum from Kindergarten to Year 13 and provides a framework for relevant curriculum content for schools in Vanuatu; and for students and teachers in French, English, Bislama and the vernacular languages.

Following development of the VNCS, the Ministry of Education and Training (MoET) set about to develop school syllabuses aligned to the VNCS. The school syllabus development journey commenced in 2011 through the Vanuatu Education Road Map (VERM) (2010-13) and then through the Australian government funded - VESP Phase 1 (September 2013 – January 2019) and 2 (2019 – on-going). The VESP Phase 1 represented a bipartite funding agreement between the governments of Vanuatu, Australia, and New Zealand.

ECCE (Years 4-5)

In 2013, the ECCE Branch at MoET finalized development of a syllabus for all preschools teachers to implement. Teacher guides and lesson planning template were provided to all preschools and teachers were engaged in a weeklong training program in 2014-15. Since 2018, all new Kindergarten teachers are supported by the ECCE Provincial Coordinator and the Mobile ECCE Officers based in Provincial Offices, to implement the curriculum.

Primary (Years 1-6)

Throughout 2010 to 2013, VERM supported the MoET to develop the primary school (Years 1-6) syllabus. It was completed in 2013. The VNCS describes the primary syllabus for Years 1-3 (four learning areas) and then Years 4-6 (six learning areas).

Table 2: Vanuatu’s new primary curriculum learning areas

Years 1-3 Learning Areas		Years 4-6 Learning Areas	
i.	Language and Communication	i.	Language and Communication
ii.	Mathematics	ii.	Mathematics
iii.	Science	iii.	Science
iv.	Living in our Community	iv.	Social Science
		v.	Arts and Crafts
		vi.	Health and Physical Education

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The Years 1-6 syllabuses represent a hybrid approach to syllabus design with elements of an outcomes focus and standards-based curriculum and a more traditional syllabus. It can be best explained as an Outcomes and Standards Framework that describes learning area outcomes but does not specify what or when to teach. The VNCS describes a student-centred approach to teaching and learning and refocus assessment to focus on assessment for learning (formative assessment).

It was therefore helpful in assisting teachers directly with their day-to-day planning of classroom activities. Given a limited supply of suitably qualified primary school teachers (91% teachers in primary schools either have no qualifications or only have Certificates in Education⁶), it was decided⁷ that VESP Phases 1 and 2 would support syllabus implementation by focusing on teacher guide development; Professional Learning (PL) and training; and the provision of readings, resources and textbooks. The curriculum resources for years 1-6 were rolled out by MoET, with VESP support, from 2016 to 2021. The Vanuatu Curriculum, Assessment and Reporting Guidelines Years 1-6 describes the amount of time schools must allocate for teaching each learning area. These are illustrated below.

Table 3: Vanuatu’s new primary curriculum time allocation, by week, by learning area

	Learning Area Time Allocation	Hours per week
YEARS 1-3	Language and Communication	11hrs
	Mathematics	7hrs
	Living in Our Community [integrates three subjects]	6hrs
	Science	2hrs
	<i>Break</i>	<i>2hrs</i>
	Total contact time	26hrs
YEARS 4-6	Language and Communication	12 hrs
	Mathematics	6 hrs
	Social Science	2 hrs
	Health and PE	2 hrs
	Arts and Crafts	2 hrs
	Science	2 hrs
	<i>Break</i>	<i>2 hrs</i>
Total contact time	28 hrs	

Source: *The Vanuatu Curriculum, Assessment and Reporting Guidelines Years 1-6*

⁶ A two-year qualification obtained at the Vanuatu Institute of Teacher Education (VITE) - *A National Teacher Development Plan for Vanuatu: The Concept 2017*

⁷ By the Vanuatu government in collaboration with the Department of Foreign Affairs and Trade (DFAT) and New Zealand Ministry of Foreign Affairs and Trade (MFAT)

Instruction in the primary years as described in the Language Policy for Schools is expected to:

- Use the language that is spoken most often in the community as the language of instruction in Years 1-3
- Introduce opportunities for students to learn English or French in Years 1-3 alongside the first language
- Use a bilingual or multi-lingual language approach in Years 4-6 to help students learn the English or French language while learning subject content

The goal is that by Year 7, all schools will use French or English as the language of instruction.

Junior Secondary (Years 7-10)

Teachers in the Junior Secondary years are still using the curriculum created during the years shortly following independence. These are in urgent need of renewal. Many of the textbooks were purchased from other British or French colonies or produced locally.

Starting in 2017, MoET’s Curriculum Development Unit (CDU) developed a first draft of syllabus documents for Year 7, using the same layout structure as the Senior Secondary syllabus. The rationale is so that all secondary teachers follow a familiar format. The quality of the first draft materials will require significant refinement to ensure continuity of learning across Years 1-10.

The subjects in Junior Secondary are different from the subjects in primary school. The Junior Secondary syllabuses comprises core and optional subjects. The Vanuatu National Timetabling Policy for Junior Secondary Years 7-10 (2013) describes the time allocation for these subjects. Core subjects receive an allocation of 18 hours per week, and students can select optional subjects that equate to 4 hours per week, based on what is available in different schools.

Table 4: Vanuatu’s Junior Secondary time allocation, by learning area, by week

Core Subjects	Hours per week
English or French (Language 1)	5 hrs
English or French (Language 2)	2 hrs
Mathematics	4 hrs
Science	2 hrs
Social Science	2 hrs
Health, PE and Family Life	2 hrs
Civics and Citizenship	1 hr
Optional Subjects	Hours per week
Enterprise Education	2 hrs
Technology (IT, Basic Management, Business Studies)	2 hrs
Arts and Crafts	1.5 hrs
Religious Education	1 hr
Economics	2 hrs
Agriculture	2 hrs
Total contact time per week	22.5 hrs
Total break time per week	7.5 hrs
Total time per week	30 hrs

Source: *The Vanuatu National Timetabling Policy for Junior Secondary Years 7-10*

Senior Secondary (Years 11-13)

The CDU with support from the Education Quality and Assessment Program (EQAP)⁸ commenced development of the Senior Secondary syllabus in 2011.

- By 2019, the Year 11 syllabus was rolled out to schools
- In 2020, the Year 12 syllabus was rolled out.
- The Francophone only Year 13 syllabus was rolled out in 2021.
- Teacher guides were developed for some year levels.

The Vanuatu senior secondary curriculum is highly academic and focused on preparing students for high-stakes examinations as a mechanism for determining entrance into tertiary education. This acts as a barrier to participation, engagement and learning for many young people who are not academically inclined. Examinations at the end of Year 10 are used to determine which students will continue into senior secondary schooling or not. The performance of students in the Year 10 examinations on average is not good.⁹ Part of the reasoning may be that the current Junior Secondary curriculum offerings are not seen as relevant to the skills and knowledge that young people in Vanuatu need. Another factor may be associated with the fact that although many secondary teachers in Vanuatu have tertiary qualifications, many do not have a teaching qualification, and many are not teaching a subject in which they are qualified. It should also be noted that even if more students were to perform well in the Year 10 examinations MoET data indicates there may not be sufficient spaces or teachers available in senior secondary schools.

⁸ South Pacific Community regional program, based in Fiji

⁹ This has been an ongoing issue highlighted by the Principal Education Officer of the Examinations Unit for some time.

3 Year 7 Curriculum Development and Support

This section will describe the status of the Year 7 curriculum resources, the proposed approach to develop it, and the reasons for choosing this approach as per the already submitted workplan.

3.1 Background and Rationale

Between 2016 – 2020, with support from the Australian and New Zealand governments through VESP, the MoET rolled out a new primary school curriculum including teacher support materials and PL to assist teachers with implementing the new syllabus in their classrooms. For 2021, VESPII has agreed to support MoET to ensure continuity of the phased roll-out of the curriculum into Year 7.

As described in the previous section, draft Year 7 syllabuses were on the table by mid-2021. To ensure curriculum implementation momentum continued post Year 6 with a seamless transition to Year 7, the Ministry's expectation was that Year 7 support would be finalised by the end of 2021 and be available for teacher implementation in 2022 for students entering Year 7.

There are 96 government and government assisted schools with Year 7 and 8 classes.¹⁰ Approximately 70% are anglophone and 30% francophone. Following population distribution, 80% of these schools are in rural areas and 20% in urban centres, with the latter being significantly larger than the former. However, 64% of secondary students are in secondary schools located in rural settings and 36% in urban settings.

MoET has requested support from VESP to assist in three interrelated areas to maintain the curriculum rollout momentum into Year 7:

- a. Finalisation the draft Year 7 syllabus in the core areas (both in English and French versions)
- b. Develop corresponding teacher guides in these core areas in both English and French
- c. Develop a scripted PL program to develop the capability of teachers in implementing the syllabus

Core subject areas only were selected for development because of the short time frame in which to complete this work. The core subjects are: Mathematics, Science, English as a Second Language, English as a Foreign language, French as a Second Language, French as Foreign Language, and Social Science.

The development of the Year 7 curriculum resources will be aligned to the key principles espoused in the VNCS. Namely, that the curriculum materials will:

- Be inclusive and reflect students' needs, background, perspectives and interests
- Promote critical thinking, self-confidence and independent learning
- Challenge students to develop in-depth thinking and application
- Ensure learning is connected and useful to the communities beyond the classroom with local examples for students to learn about their own place, culture and languages

It has been agreed between VESP and MoET that this work is outsourced to an experienced consultant. The consultant will be contracted to coordinate a team of experienced writers contracted through VESP. VESP's Curriculum and School Improvement technical advisor will support and advise MoET regarding processes to review and endorse materials at different stages of production.

¹⁰ MoET Education Statistics Basic Tables of 2020

3.2 Key Deliverables (KD)

The KDs for the period from June 2021 to December 2021 include:

Table 5: Key deliverables for the development of Year 7 curriculum resources

KD A	Workplan, including a time frame showing key milestones for each of the three interrelated tasks.
KD B	Conduct review and major revision of existing draft Year 7 syllabuses for the core subjects of English as a Foreign language, Mathematics, Science, Social Science, English as a Second Language, French as a Second Language and French as a Foreign Language (by mid-September).
KD C	Development of corresponding teacher guides for each Year 7 subject syllabus using an agreed framework and operating protocols (by mid-November).
KD D	Development of a scripted professional learning program in supporting Year 7 teachers to plan and implement the new curriculum (by mid-December).

The following was also to be noted:

- The underpinning focus is a student-centred paradigm shift as it applies to teaching, learning and assessment
- Documentation for all subjects apart from French are to be finalised in English and then a team of translators will provide French versions of the syllabuses and teacher guides
- Work related to graphic design and layout, and copyright clearance of identified assets by writers will be undertaken by other teams
- Any delivery of professional learning and training of personnel related to this work is not part of this contract for 2021 – the how and who will need to be determined separately by MoET

3.3 Strategies and Milestones

Table 6: Key deliverables development plan

Strategies	May	June	July	Aug	Sept	Oct	Nov	Dec
KD A Develop agreed strategies for ongoing communication, consultation, and collaboration with curriculum advisor through to MoET.	✓							
Establish project team members and other support mechanisms.	✓							
Develop a workplan with clear actions, deliverables and scope.	✓							
Establish ongoing reporting mechanism.			✓	✓	✓	✓	✓	✓ Final
KD B Identify key workflows, processes and timelines for communications, revisions, edits, decisions, final review and quality assurance.	✓							
Review the Year 7 syllabuses in light of K-6 syllabuses and 11-13 syllabuses to determine extent of structural modification that may be required.	✓	✓						
Within agreed parameters, content and scope and sequence of Year 7 syllabuses are reviewed with proposed recommendations for changes presented to MoET.		✓	✓					
Following MoET decisions in relation to project team recommendations, subject writers revise the syllabuses accordingly.			✓	✓	✓			
Draft revised syllabuses are reviewed, edited and modifications quality assured.			✓	✓	✓			
Final draft syllabuses presented for design, printing for hard copies and website uploads including final quality assurance processes.						✓ Final		
KD C Identify key workflows, processes and timelines for revisions, edits, decisions, copyright clearance, final review and quality assurance.		✓						
Establish key templates, features and any points of difference between subjects.		✓						
Drafting of teacher guides.			✓	✓	✓			
Finished drafts to be reviewed, edited and modifications quality assured.							✓	
Final draft guides presented for design, printing for hard copies and website uploads including final quality assurance processes.								✓ Final

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Strategies	May	June	July	Aug	Sept	Oct	Nov	Dec
KD D Identify key workflows, processes and timelines for revisions, edits, decisions, final review and quality assurance.					✓			
Establish key elements, generic components, any points of difference between subjects and specific subject content.					✓			
Drafting of PL program.						✓		
Finished drafts to be reviewed, edited and modifications quality assured.							✓	
Final draft guides presented for design, printing for hard copies and website uploads including final quality assurance processes.								✓ Final

3.4 Planned Approach

It was determined that given the time constraints for the project and the other parameters (see below), the most appropriate approach was to engage a senior curriculum and assessment person with extensive project management experience to coordinate and project manage the work of a small, focused project team of writers, reviewers and editors.

The core team was recruited during May and June 2021 with the following responsibilities:

- The project coordinator would be responsible for developing and monitoring the workplan, managing the project writers and reviewers, and managing the quality assurance and approval processes to deliver the agreed outputs - in collaboration with the curriculum advisor based in Vanuatu.
- Project writers within agreed parameters would be responsible in their subject areas for the review and edit of the Year 7 syllabus; the development of a teacher guide; and the scripting of a professional development program.
- Project reviewer/s would be responsible for final review and edit of the syllabus and teacher guide materials for consistency, clarity and accuracy.
- Professional editors would undertake a final professional edit of all documents as they are readied for publication.

The team comprises a project coordinator and curriculum leader, one writer and reviewer per subject, two overall quality assurance reviewers, two translators, a copyright clearance position and a professional editor role.

3.5 Parameters and Assumptions

The project from the outset worked under the following parameters and assumptions:

- The team inherited the draft Year 7 syllabus structure and the initial brief was that it remain largely intact. Following a review and analysis by the project coordinator, and a presentation to the CDU, it was determined that the syllabuses required major revision.
- All work deliverables needed to be finalised by the end of 2021.
- All final drafts to be reviewed and endorsed by the MoET through their internal processes.
- The condensed timeline for the project dictated the approach to the curriculum review and development work.
- Given the limited time, opportunities for wider stakeholder consultation on the draft work in progress would be minimal and be limited to direct consultation with MoET personnel in the CDU and any processes they put in place with schools and communities.
- It will be important for the project team of developers to liaise with local educators and experts in order to understand the context of schools in Vanuatu; the availability of resources and equipment; and any particular political, cultural and social understandings that may have implications for curriculum content.

3.6 Management and Governance

3.6.1 Quality Management

The quality assurance processes for this project that will determine the quality of the final deliverables produced include:

- Project monitoring against the plan on a regular basis with progress reports and updates.
- Project coordinator working with writers and reviewers to sign off at the end of each stage, indicating the project team can progress to the next stage.
- Key checks and balances and staff with responsibility for assuring suitability and quality of materials and content developed.
- Consultation and collaboration with targeted users to evaluate usability, currency and viability.
- Accessibility by a diverse range of stakeholders including those with disabilities and special needs and learning contexts.

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- Stakeholder feedback collected, reviewed and incorporated into revisions and functional enhancements.

These quality assurance processes are an integral part of the project planning process and ultimately the responsibility of the project coordinator. In addition, there would also be MoET's own quality assurance processes.

3.6.2 Dependencies

Table 7: Project dependencies

Dependency	Nature and extent of dependency
Quality staff	Subject and writing expertise; and understanding of curriculum and standards
Business processes	Negotiated agreement of workflows, timelines and processes
Communications	Agreed processes within team and with contractor
Finance	Provision of budget and resources by contractor
HR	Recruitment support from contractor during development
Legal	Copyright clearances during development and IP protection once developed – provision of external expertise
IT	Web-based and online deployment – provision of external expertise
Design	Graphics and design - provision of external expertise
Customers	Consultation, engagement and participation in provision of feedback
Key stakeholders	Consultation, engagement and participation in provision of feedback

3.6.3 Risk Mitigation

As with any project of this size there are risks associated with its implementation. A critical contributor to the success of a project is being able to measure and having systems in place to reduce possible risks. The probability of risk can be listed as low, medium or high. Table below summarises the major risks and strategies which can be deployed to reduce the risk.

Table 8: Risk assessment and mitigation plan

Risk Management and Evaluation			
Identified Risk	Risk Assessment (L, M, H)	Management Control (Preventative or Contingency)	Risk Control Rating (Poor, Fair, Good, Excellent)
Materials and modes have customer relevance	H	Ensure some user testing and review opportunities built into the development process.	Fair/Good
Functioning internal processes and communications	M	Have agreed workflows, business processes and lines of communication.	Good
Functioning outward processes and communications	M	Have agreed processes and lines of communication between coordinator and curriculum advisor.	Excellent
Retention of writers and reviewers	H	Ensure that there are quality back-up or reserve personnel ready.	Fair/Good
The MoET provide timely endorsement of materials to sustain momentum	H	Clear and known timelines; and open and timely communication channels between the project coordinator, VESP liaison specialist and the relevant MoET personnel.	Fair/Good
Continued funding and resourcing	M	Begin identification and negotiation process early and have dedicated focus to this in ongoing way.	Good
Timely and available copyright clearances	H	Have identified dedicated staff to this work and ensure that the budget allows for external expertise to be used where required.	Good
Capacity to meet deadlines	M	Continued monitoring, follow up and support to writing teams from coordinator	Good
Provision of a quality product	M	Quality assurance processes in place for ongoing review and edit	Excellent

4 Years 8-10 Curriculum Development and Support – A Proposal

This section proposes a considered approach to the development of curriculum resources, and teacher support for the other Junior-Secondary years (Years 8 to 10).

4.1 Background

4.1.1 The Education Environment

Internationally, Vanuatu has planned and committed resources to progress the attainment of Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Regionally, Vanuatu has endorsed the *Pacific Regional Education Framework*, a political commitment by Pacific Islands Forum Leaders to partnerships, regionalism and a human-rights based approach to the delivery of sustainable, affordable and high-quality education with four priority policy areas dealing with (1) quality and relevance, (2) learning pathways, (3) student outcomes and wellbeing, and the (4) teaching profession. Vanuatu also participates in the *Pacific Islands Literacy and Numeracy Assessment*, undertaken in select schools across 15 Pacific Island countries in 10 different languages - supporting comparisons between countries to help improve student numeracy and literacy outcomes in the region.

Nationally, the Vanuatu 2030: The Peoples Plan (National Sustainable Development Plan 2016-2030) includes as a key goal the pursuit of an “inclusive, equitable and quality education system with life-long learning for all” aiming to:

- ensure every child, regardless of gender, location, educational needs or circumstances has access to the education system.
- build trust in the education system through improved performance management systems, teacher training, and the reliable delivery of quality services.
- formalise early childhood education and life-long learning opportunities within the education system.
- increase higher education opportunities, including technical and vocational training and skills.

The MoET is the central entity overseeing the nation’s education sector, and the Vanuatu 2030: *The Peoples Plan*. Its purpose is to improve the quality of education; increase equitable access to education for all people at all levels of education in Vanuatu; and improve planning, fiscal and financial management.

4.1.2 Secondary Education in Vanuatu¹¹

Year-level structure

The secondary school system in Vanuatu covers school years 7-13 (7-14 years for the Francophone education system). The age at which students attend these classes varies significantly. Students beginning at Year 7 are most commonly 13 or 14 years old, with the vast majority (97%) being between ages 12 to 18.

Number of schools, students, and teachers

In 2020, there were 114 officially registered secondary schools in Vanuatu; 91 in rural areas and 23 in urban areas. In the same year, there were 23,943 secondary school students with 94% of them attending government or government assisted schools. Further, 15,389 (64%) attended rural schools, and 8,554 (36%) attended urban schools. There were 918 secondary school teachers (498 males and 420 females) across all provinces; and 94% of them had some form of formal qualification. On average, the secondary teacher-to-student ratio nationally was about 1:26.

¹¹ *Scoping Study of the Secondary Education System in Vanuatu 2020* as a reference source

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Education delivery system

There are “Government Schools”, for which a Provincial Education Board is responsible, and “Non-Government Schools”, for which an Education Authority is responsible. There are more than eight Education Authorities throughout Vanuatu. They are registered with the MoET and generally receive operational grants. Under the Education Act No.9 of 2014, all education authorities must report to their respective provincial board with financial reports and improvement plans.

Enrolment and participation rates

Gross Enrolment Ratios (GER) of students enrolled in secondary schooling vary between provinces from 28% to 60%. These relatively low levels can be partially explained through proportionally higher GER’s for primary schooling. The GER for the primary level is well over 100%, indicating a large portion of overage and underage children enrolling into primary schools. The Ministry has launched a national campaign: 6 Year, Class 1 to promote the enrolment of children at the right age. There is generally gender parity in secondary school attendance, with a slightly higher representation for females.

Learning outcomes

The MoET only have one key indicator for success in secondary education - exam results. There is advice for classroom-based assessment in the MoET teacher handbook. Even though data about the quality of learning exists to an extent, at the school level, and parents and students have access to it, there are no data at provincial or national levels as a measure of learning and growth.

Languages of instruction

Vanuatu has a multi-lingual primary education, but secondary education has a clear divide between either Anglophone or Francophone high schools – with some bilingual schools. In 2018, 69% of secondary school students were enrolled in English-speaking schools, and the other 31% in French-speaking schools. From 2014 to 2017, there was no statistically difference between anglophone or francophone secondary schools in national exam results. There are at times marked differences in the progression and achievement rates of students between these two systems and the system faces inefficiencies in having to manage two separate systems.

4.2 Systemic challenges for secondary schooling¹²

Barriers to students attending school

The 2018 Vanuatu Barriers to Education Study¹³ identifies the main barriers preventing students from enrolling, participating or completing secondary school as: inability to pay school fees; parent perception that education is of limited value; difficulty accessing school due to travel distance, lack of transport infrastructure and extended commute times; non-inclusion of children experiencing disability; impacts of disasters on schools and communities; gender bias, the quality of education; the relevance of education to tangible local economic opportunity; expectation on children to assist with domestic or agricultural work in the household; parents’ perceptions of risk of exposure to sexual relationships and risk of teenage pregnancy through school attendance; and perception that discipline was not enforced at schools - with physical discipline preferred.

Managing linguistic diversity

Vanuatu’s education system promotes the use of vernacular language or ‘mother tongue’ (and/or Bislama) in early years. The two language systems run in strong parallel post-primary school, with separate schools for Anglophone and Francophone populations. This affects transition rates for children between levels of education. Implementation of the mother tongue / vernacular policy makes school more relevant at younger levels and in line with cultural priorities but adds to difficulties of teacher qualifications and availability. Also, monolingual teachers with specific subject specialisations are restricted to their share of the population.

¹² *Scoping Study of the Secondary Education System in Vanuatu 2020* as a reference source

¹³ *Development Services (2018). Vanuatu Barriers to Education Study*

Managing urban and remote disparities

There is a significant divide in access to secondary education, and possibly quality of education, for urban, rural and remote communities. There are challenges associated with encouraging trained teachers to relocate to and remain in rural and remote areas, due to both the required language of instruction (and ability to converse in the local vernacular) and challenges associated with distances, costs, and lack of transport infrastructure. It is also proving difficult to incentivise the relocation of the highest quality teachers. There are also issues with different job markets between rural and urban areas. Often rural-based jobs require lower skillsets and fewer secondary-education qualifications than jobs predominately found in urban environments.

Addressing inequalities in gender

This eroded status and social and political roles of women affects how girls' education is perceived and what outcomes and opportunities are expected. There is some evidence that:

- Boys are more likely to be influenced by opportunities to earn immediate income, and also twice as likely to enrol in technical and vocational education and training
- Girls are more likely to participate in, and complete, secondary schooling
- Gender-based violence in Melanesia is amongst the highest rates in the world and high prevalence of domestic violence which, among other things, is a major risk factor disrupting participation in schooling.
- Women hold minimal levels of political representation; Kastom, a system of relations between people and environments managed through the chief system in Vanuatu, largely omits the role of women; and at the national level, the contribution of women is both restricted and unacknowledged ¹⁴

Including children with disability

The Barriers to Entry study, found that 65% of people surveyed knew at least one youth who, as a result of disability, either had trouble attending school or did not attend at all. Community perceptions were that key barriers were poor infrastructure (incl. roads, and inaccessible classroom and toilet construction), lack of disability-friendly learning materials or assistance (e.g. sign-language, braille text, or hearing aids), teacher inclusion training, teacher support and a curriculum which doesn't accurately reflect or cater to a diverse range of learning needs.

Improving participation

Participation rates in secondary education are very low in Vanuatu, significantly lower than participation at primary school. Very few young people complete the twelve years of education that SDG (Sustainable Development Goal) 4 sets as a target. Achievement rates from formal qualifications in secondary education are also low, even for the young people that do make it through to this stage. Low rates of educational achievement and participation undermine human capabilities and economic growth, diminishing individual opportunities and well-being, particularly for women and young people.

Responding to disasters

Vanuatu is at high risk of natural disasters, especially volcanic activity and cyclones. Vanuatu is also vulnerable to other ongoing disasters, including ash fall, flooding, droughts, storms and sea surge. Disasters cause significant disruption to education, as well as risks to children, their families, and the community more broadly. Vanuatu's preparedness and response coordination are improving; and more school classrooms are being built to withstand the most common environmental and disaster risks. But there are ongoing challenges for schooling when disasters result in families relocating, and where there are shortages of classrooms and teachers, and a drain on the education budget.

¹⁴ *Scoping Study of the Secondary Education System in Vanuatu 2020* p 14

4.3 Strengths of the system

Vanuatu has the highest number of languages per capita of any country in the world. Despite the costs of a multi-lingual system, the teaching of local languages in the early years of a child's development is a good practice response to the cultural and linguistic context in Vanuatu. Learning in mother tongue may also help to reassure parents that education is relevant, and not inconsistent with cultural values.

A positive of the geographic isolation across the many islands making up Vanuatu is the way in which it is dealt with i.e. "for students, and sometimes families, to temporarily or permanently relocate to places where schooling is available, either at a higher level of education, or of a higher quality. This is evidenced by the presence of boarding schools at all levels; the practice of families maintaining two homes, usually one in the land owned by their community and another in a location closer to services; and the practice of children moving away from home at older ages to stay with extended family in locations with better access to schooling."¹⁵

At a systemic level there are some key strategies in the Vanuatu Education and Training Sector Strategy (VETSS) 2020 – 2030 being planned or implemented to support secondary school students and schools. This includes:

- Providing and monitoring access of quality education to all students, with explicit monitoring of distinct cohorts disaggregated to ensure inclusive access to quality education. (Strategy 2)
- Promoting and mainstreaming Inclusive Education so that all children have equitable access to school and are given equitable opportunities and a right free of discrimination to participate in all levels of education and training programs. (Strategy 4)
- Strengthening partnerships and communications between schools, parents and communities, with the view of improving student learning, access, engagement and participation; and ensuring that schools play a central role, not only in learning and engagement of students, but in supporting the broader social and development agenda of Vanuatu. (Strategy 7)
- Eliminating grade repetition as it has shown to provide limited to no benefit to learning outcomes for affected students. (Strategy 10)
- Reviewing and implementing a National Education Language Policy with the view to improving teaching and learning in schools by leveraging off and harnessing the benefits of a bilingual education system; aligning the policy environment and practice; and addressing the unique challenges posed in terms of language education and a bifurcated education system with different learning outcomes, access levels, and quality of education across them. (Strategy 11)
- Supporting quality curriculum reform and harmonisation of assessment practices to achieve uniform curriculum in government and government-assisted schools including providing all schools with relevant and appropriate national curriculum Year 1 to 13, in multiple languages; ready access online to all approved curriculum materials and exams; improved systems of assessment and integrating assessment into the curriculum, training and PL support for teachers. (Strategy 14)

¹⁵ *Scoping Study of the Secondary Education System in Vanuatu 2020* p 16

4.4 Rationale for the Years 8-10 Proposal

At present in Vanuatu secondary school mainly acts as a ‘sorting and sifting’ mechanism for participation in tertiary education. A largely traditional academic curriculum, focused on preparation for high-stakes examinations, is one of a number of barriers to participation, engagement and learning for many young people.

This off-ramping at the end of Year 10 is in part driven by insufficient places available in senior secondary schools in Vanuatu for all students. Not all students who want to attend secondary school are able to. Education in Vanuatu is not free at any level. Families are forced to make choices about the opportunity costs of their young people participating in secondary education and, given the strong academic focus, young people who do not aspire to go on to university are less likely to remain in education as it is not seen as relevant to them. This means that young people are leaving the education system without technical or wider life skills to access the employment opportunities that are available to them and have limited options for further training. Students in remote areas attend a boarding school, which further increases direct and indirect costs for families.

The current curriculum offerings may not always be seen as relevant to the skills and knowledge that young people in Vanuatu need to engage in economic, social and cultural opportunities. This also includes skills in technology and digital literacy which is increasingly becoming critical for engaging in ongoing education and training and employment. Secondary school teachers in Vanuatu are generally qualified (in that they have a post-secondary qualification) many do not have a teaching qualification, and many are not teaching a subject in which they are qualified¹⁶. Like many countries, they are facing particular shortages in Science, Technology, Engineering and Mathematics (STEM) subjects (MFAT’s e-learning for science activity is a response to this gap).

Increasing participation in and quality of secondary education contributes to a range of desirable development outcomes including increased productivity and more likely participation in democratic institutions (such as voting), and demonstrate behavioural changes, such as civic activity and joining community organisations.

Participation in secondary schooling is positively correlated with women’s access to reproductive health services, which has the effect of lowering birth rates, raising the reproductive age and reducing childhood mortality; and secondary educated young women have a greater voice in their families and communities. While the secondary education participation rate for girls in Vanuatu is higher than for boys, at (a net enrolment rate of 45.8 % compared to 39.2%) there is still a significant opportunity to increase girls’ participation and gain these threshold effects. This includes increasing enrolment for boys so that they are also exposed to the messages and build the skills that support women’s empowerment.

National cohesion, trust in institutions and a sense of belonging to a national community are also characteristics of a population with high levels of participation in comprehensive secondary education. Civics and citizenship can be both explicitly taught or embedded in the curriculum.

¹⁶ According to the new Policy for Registering and Licensing teachers, published by the Teacher Service Commission in 2021, teachers need at least a BA

4.5 Key Propositions

The following propositions are statements of assumption underpinning the development of the Years 8-10 curriculum:

- i. Given no existing Year 8-10 draft syllabuses, the curriculum development work will require more research and time than the Year 7 syllabus review in 2021.
- ii. The focus for curriculum development will be on all the core subjects which makes sense given the time allocation across all schools.
- iii. Syllabus development for the remaining Years 8-10 non-core subjects will need to take place in addition to this proposal.
- iv. Comprehensive Years 7-10 Scope and Sequences of conceptual understanding and skill development in each subject will be foundational to lower secondary syllabus development.
- v. The development of the Years 7-10 Scope and Sequences may impact on, and have implications for, future review of the Year 7 syllabuses.
- vi. Development of scope and sequences of learning across the secondary years of schooling in the core subjects will provide learning roadmaps for teachers and curriculum developers.
- vii. Identification of standards benchmarked regionally and internationally will ensure greater confidence in Vanuatu’s education system.
- viii. There will be a focus on high-impact pedagogies to engage, and optimise attendance, participation and retention of students throughout their secondary school years.
- ix. The curriculum will include knowledge, understanding and skills that provides a foundation for each student to be successful as lifelong learners and to participate as competent and contributing members of the community.
- x. Inherent in developing the Years 8-10 syllabuses will be how best to integrate local cultural knowledge and values; and certain 21st century skills and competencies identified as important by Vanuatu.
- xi. The Years 8-10 syllabuses will provide roadmaps of learning that makes clear what is to be taught, what students should learn, and the quality of learning expected as they progress through school.
- xii. Inclusivity considerations related to gender bias and stereotyping, and student disability will be central in the development of the syllabuses, in the inclusion of appropriate strategies and exemplification in teacher guides, and in PL and training.
- xiii. The curriculum will provide for rigorous, in-depth study of the core learning for each subject while taking account of the mandated learning area time allocations.
- xiv. There will be incorporation of best practice in class-based and school-based assessment - both formative and summative.
- xv. There will be opportunity for alignment of the curriculum with, and implications for, regional, national and international assessments.
- xvi. At each stage of development there will be opportunities for wider stakeholder consultation on the draft work in progress particularly with teachers, schools and the wider communities.
- xvii. Materials developed are to be published as hard copies and online with increasing interactive components and assets that are built into a learning management platform available to schools.

4.6 Core Subjects

The core subjects included in the Years 8-10 project are:

English as a Second Language	French as a Foreign Language	Health PE and Family Life
French as a Second Language	Mathematics	Social Science
English as a Foreign Language	Science	Civics and Citizenship

4.7 Key Deliverables 2022-2024¹⁷

Table 9: Key deliverables for the development of years 7-10 curriculum resources

KD A	Conceptualisation of syllabus structure and Scope and Sequence of teaching and learning that ensures appropriate alignment to Years 1-6 and Years 11-13 syllabuses; and addresses key propositions (see 4.5) (2022)
KD B	Drafting of Years 7-10 Scope and Sequence for the core subjects including expert benchmarking input and stakeholder consultation (2022)
KD C	Development of Years 8-10 syllabuses ¹⁸ including stakeholder consultation (2022, 2023, 2024)
KD D	Development of Years 8-10 teacher guide materials to support curriculum and assessment delivery and implementation including stakeholder consultation and input (2022, 2023, 2024) ¹⁹
KD E	Development of a scripted PL programs to support teachers and school leaders to plan and implement the new curriculum; and conduct of initial Year 8-10 teacher PL engagement and awareness sessions for each core subject walking through syllabus and some teacher support materials (2022, 2023, 2024)
KD F	Conduct of school leadership awareness session focusing on supporting school implementation (2022, 2023)
KD G	Training of local personnel to conduct PL training for existing teachers and pre-service educators (2022, 2023)

¹⁷ Note:

- This includes any necessary translations into French versions of the syllabuses and teacher guides.
- A detailed project work plan and budget will be prepared in late 2021

¹⁸ For Option 2, consolidation of final Scope and Sequence charts (2022)

¹⁹ For option 2, Year 8 in 2022 and Years 9-10 in 2023

4.8 Proposed Approach

4.8.1 Curriculum Development

Unlike Year 7 review and development work in 2021, the timeline for curriculum development across the core subject areas in Years 8-10 will allow, for each year level, a full year to:

- A. Develop, consult on, and finalise the curriculum (either syllabus or scope and sequence) for publication
- B. Prepare, to publication, teacher guide and training materials to support syllabus implementation and student-centred approaches in pedagogy
- C. Prepare, to publication, information materials that schools can use to engage and inform their parents and local communities about the curriculum and approaches to pedagogy
- D. Conduct teacher awareness sessions, school leadership sessions, and training of local personnel for full PL delivery, in preparation for implementation the following year

Within this broad approach, there are **two options** for project development and implementation identified in this paper. The main point of difference between the two options is the nature and extent of curriculum development which also impacts on timeline and budget.

4.8.2 Two Options: For development and implementation

Option One – Detailed Subject Syllabuses

The first option entails development of full syllabuses for each core subject in Year 8, 9 and 10 underpinned by scope and sequences of conceptual understandings and skills. The understanding is that the only existing syllabuses for these year levels are dated and lack the currency of contemporary content, performance standards and approaches to pedagogy.

The new syllabuses will be designed and developed to ensure continuity of teaching and learning from Year 7 through to the senior secondary years. They will be mapped to curriculum content and standards in selected countries that have also been benchmarked internationally.

This option includes the provision of teacher support materials and professional learning as support and training for both teachers and school leaders.

As illustrated in **Table 12, Section 5.1. Option One**, the development and implementation period will be 2022-2025.

Option Two – Subject Scope and Sequence Frameworks

The second option entails development only of scope and sequence charts of major understandings, concepts and skills that need to be taught and learnt for each core subject in Year 8, 9 and 10. These are not syllabuses but more frameworks for teaching that could underpin a more detailed and familiar syllabus.

This option is presented as a less costly one (in the event that there are insufficient funds for Option One), Nonetheless, it is a foundational solution and an appropriate precursor to full syllabus development. It will enable some continuity of teaching and learning to take place in the lower secondary years, pending any further and fuller syllabus development.

This option also includes the provision of teacher support materials and professional learning as support and training for both teachers and school leaders.

As illustrated in **Table 16, Section 5.2. Option Two** the development and implementation period will be 2022-2024.

Each option is elaborated with more details in section 5. Neither option factors in the development of the remaining 'non-core' subject syllabuses – this will require additional time and resources.

Both options have some **distinct characteristics**, as illustrated in table 10 below:

Table 10: Characteristics of both approaches

Curriculum	They will be referenced to, and consistent with, the VNCS. Specifically, that the curriculum provides many opportunities with local examples for students to learn about their own place, culture and languages; and that it portrays girls and boys in a range of situations that show how they can contribute and participate with the same opportunities. Further, that “a well; structured curriculum produces students who: have faith in God with an understanding and tolerance of other beliefs; are self-reliant, multilingual citizens; cherish Vanuatu values and respect themselves and their families, communities and many cultures; strive to develop their potential in order to build and strengthen our nation; acquire appropriate skills, knowledge and attitudes and are critical thinkers; express themselves with confidence; and adapt to regional and global academic competition”
Implementation	They are carefully measured but reasonably expedited approaches to curriculum reform and implementation – albeit not as extensive over an extended period of time as in other jurisdictions and therefore not as tiring for schools, teachers and the system.
Support materials	They include the preparation of teacher support materials and a PL program; followed by implementation which includes early, ongoing support and training for both teachers and school leaders. In line with the VNCs, the curriculum materials will be inclusive and reflect students’ needs, background, perspectives and interests; promote independent learning; challenge students to develop in-depth thinking and application; and ensure learning is connected and useful to the communities beyond the classroom.
Local capacity	They have the potential to build local capacity - with the identification and recruitment of local educators who can participate in the project as co-writers, reviewers, resource developers or curators, local experts, facilitators, and presenters.
Stakeholder consultation	They ensure local input and contextualisation via a consultation strategy that targets key stakeholders including parent and community groups, MoET, church organisations, business and industry, teacher’s union, professional associations, the School of Education at the National university of Vanuatu and the National Curriculum Board. The strategy, co-developed between VESP and MoET, will ensure transparent and clear communications using a range of appropriate methods and instruments like surveys and interviews; and the robust analysis and reporting of quantitative and qualitative data.
Local context	They will include local support, coordination and facilitation provided by the lead curriculum advisor and other staff from VESP. This in-kind support for the project will ensure effective liaison and communication between the project leader and the local curriculum staff in MoET, links to local schools, and the provision of advice and guidance on matters significant to the context of Vanuatu.

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The relative **advantages** of each option are identified below:

Table 11: Relative advantages of each option

	Advantage	Option 1	Option 2
Research	It provides adequate time for research and consultation to help address some of Vanuatu’s challenges in secondary education and builds on its existing strengths (see 4.2 and 4.3).	Yes	Limited
Scope and Sequence	The initial development of scope and sequence charts from Year 7 through to Year 10 enables the whole curriculum to be mapped and facilitates teacher, student and parent understanding of the learning expectations and standards across secondary schooling.	Yes	Yes
Curriculum Mapping and Benchmarking	The curriculum mapping and benchmarking activity will give confidence nationally and regionally to the contemporary nature of the curriculum and the approach to standards.	Yes	Yes
Innovation	There is the opportunity to begin the shift to a more contemporary and relevant curriculum with the identification of one or two cross-curriculum C21st skills and competencies that will be a focus for teaching and learning eg creativity, critical thinking, global citizenship.	Yes	Some
Continuity of teaching and learning	The process ensures measured implementation of the curriculum year by year which makes for smooth student transition across the year levels and enables teachers to build on student learning.	Yes	Some
Consultation and engagement	There is time and opportunity for meaningful consultation (feedback and revision) with teachers and other key stakeholders which means ultimately results in a greater level of local engagement and ownership.	Yes	Yes
Learning communities	It also provides the time and space for end users (students and teachers) across urban, rural and remote schools to network, and support and learn from each other with every subsequent roll-out.	Yes	Some
Partnerships	The process facilitates and strengthens partnerships and communications between schools, parents and the local communities.	Yes	Yes
Assessment	There is the opportunity to incorporate “best practice” assessment principles and strategies that could form of the PL program and the valuing and comparability of teacher judgements. It will also inform the development of aligned and more contemporary Year 10 Examinations.	Yes	Some
Monitoring and Evaluation	The managed roll-out will enable data systems to be established that will allow ongoing monitoring and evaluation of the curriculum and implementation with a focus on continuous improvement.	Yes	Limited

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An **assessment of the risks** and possible mitigations associated with available funding that enables:

- a. Option 1 ONLY to proceed in 2022
- b. Option 2 ONLY to proceed in 2022
- c. NEITHER Option 1 nor Option 2 to proceed in 2022

Table 12: Risk if Option 1 ONLY in 2022

Identified Risk	Management (Preventative or Contingency)
<p>With the syllabuses for the remaining non-core subjects not developed,</p> <ul style="list-style-type: none"> • there is a two - tiered system with the perception that some subjects are more important than others • there will be a disparity in 2023 (and beyond) between core and non-core subjects in contemporary syllabuses, student and teacher resources and professional learning. 	<p>Allocate funding and personnel to develop the remaining non-core subject syllabuses based on the planning and modelling for the core subject syllabus development.</p>
<p>Sufficient local expertise to roll-out a full implementation support program and build teacher and leadership capability.</p>	<p>Involve (make available and fund) local personnel in curriculum development activity and in training for implementation roll-out. Produce, source or curate additional contemporary resources, texts and student consumables.</p>
<p>Alignment with the delivery of pre-service education and the capacity of teachers entering the workforce.</p>	<p>Engage pre-service institutions and educators in the consultation and engagement strategy; and in the implementation training activity.</p>

Table 13: Risk if Option 2 ONLY in 2022

Identified Risk	Management (Preventative or Contingency)
<p>For the core subjects, full exemplification of what needs to be taught and learnt with indicators of performance and performance standards not available means less guidance and support for:</p> <ul style="list-style-type: none"> • teachers • school leaders • pre-service educators • professional learning providers 	<p>Teacher support materials and professional learning provided will enable this journey to begin assuming full syllabus development later.</p>
<p>More funding and time required later when syllabuses are fully developed for second-round implementation</p>	<p>Assuming full syllabus development down the track, this will be inevitable.</p>
<p>With the Scope and Sequence frameworks for the remaining non-core subjects not developed,</p> <ul style="list-style-type: none"> • there is a two - tiered system with the perception that some subjects are more important than others • there will be a disparity in 2023 (and beyond) between core and non-core subjects in 	<p>Allocate funding and personnel to develop the remaining non-core subject scope and sequences based on the planning and modelling for the core subject development work.</p>

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contemporary syllabuses, student and teacher resources and professional learning.	
Sufficient local expertise to roll-out a full implementation support program and build teacher and leadership capability.	Involve (make available and fund) local personnel in curriculum development activity and in training for implementation roll-out. Produce, source or curate additional contemporary resources, texts and student consumables.
Alignment with the delivery of pre-service education and the capacity of teachers entering the workforce.	Engage pre-service institutions and educators in the consultation and engagement strategy; and in the implementation training activity.

Table 14: Risk if neither Option 1 nor 2 in 2022

Identified Risk	Management Control (Preventative or Contingency)
<p>Lack of continuity of teaching and learning from Year 7 to Year 8 with the following consequences:</p> <p>Short term (2023):</p> <ul style="list-style-type: none"> • Loss of conceptual and skill development in Year 8 student cohort • Lack of student-centred pedagogical focus in Year 8 teaching <p>Long term (beyond 2023):</p> <ul style="list-style-type: none"> • Year 8 cohort to fall further behind as they move through schooling • Lower engagement, participation and retention of learners from Years 8-10 and into Year 11 • Impact on Year 10 examination results for 2023 Year 8 cohort • Lack of student-centred pedagogical focus in Years 9 and 10 	<p>Engage with Option 1 or 2 as the preferred approach for the medium to long-term</p> <p>As a stop-gap measure, produce, source or curate additional contemporary resources, texts and student consumables.</p>
Vanuatu without a coherent and contemporary benchmarked curriculum	
Lack of leadership training and loss of curriculum reform momentum for schools and the system	
Vanuatu without a coherent and contemporary benchmarked curriculum	
Vanuatu teachers with little guidance and support to address system imperatives to deliver a student-centred and inquiry-based approach to teaching and learning	
No requirement for pre-service educators to modify expectations nor teacher training	

5. Two Options for Years 8-10 Curriculum Development and Implementation

The implementation schedule, deliverables, timelines and budgets for each option are described in the following sections - 5.1 describes Option One and 5.2 describes Option Two.

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5.1 Option One

5.1.1 Years 8-10 Curriculum (Whole Syllabus) development and implementation roll-out

Table 15: Timeline and rollout plan for the whole 8-10 syllabus development

	2022	2023	2024	2025
Research and	<ul style="list-style-type: none"> Conceptualise curriculum syllabus design for Years 8-10 Develop Years 7-10 Scope and Sequence for the core subjects including expert benchmarking input and stakeholder consultation 			
YEAR 7	<p><u>Year 7 Implementation</u></p> <ul style="list-style-type: none"> <i>Roll-out of Year 7 syllabuses²⁰</i> <i>Release of Year 7 Teacher Guides – hard copy and digital</i> <i>Rollout of Year 7 teacher PL program</i> 	<p><u>Year 8 Follow Up</u></p> <ul style="list-style-type: none"> <i>Conduct of follow-up Year 7 teacher PL following first year of implementation in 2022</i> 		
YEAR 8	<p><u>Year 8 Development</u></p> <ul style="list-style-type: none"> Develop Year 8 syllabuses with stakeholder consultation Develop Year 8 teacher guide materials to support curriculum and assessment delivery and implementation, including stakeholder consultation and input Develop teacher and school leadership PL and training programs. Prepare and conduct initial Year 8 teacher PL engagement and awareness sessions for each core subject walking through syllabus and materials Prepare and conduct school leadership awareness session focusing on supporting school implementation²¹ Prepare and conduct training (train-the-trainer) of local personnel to conduct Year 8 PL training in 2023 	<p><u>Year 8 Implementation</u></p> <ul style="list-style-type: none"> <i>Roll-out of revised Year 8 syllabuses and scope and sequence charts</i> <i>Release of Year 8 Teacher Guides – hard copy and digital</i> <i>Rollout of Year 8 teacher PL program and support</i> <i>Conduct school leadership awareness session focusing on supporting school implementation</i> 		

²⁰ The roll-out and release of materials and the full PL program (*italicised orange text*) are the responsibility of MoET not the contracted writing teams

²¹ Note: The conduct of the school leadership sessions and the train-the-trainer sessions (*italicised black text*) may need to be conducted at the beginning of the following year.

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	2022	2023	2024	2025	
YEAR 9		<u>Year 9 Development</u> <ul style="list-style-type: none">• Develop Year 9 syllabuses with stakeholder consultation• Develop Year 9 teacher guide materials to support curriculum and assessment delivery and implementation, including stakeholder consultation and input• Prepare and conduct initial Year 9 teacher PL engagement and awareness sessions for each core subject walking through syllabus and materials• Prepare and conduct school leadership awareness session focusing on supporting school implementation• Prepare and conduct training (train-the-trainer) of local personnel to conduct Year 9 PL training in 2024	<u>Year 9 Implementation</u> <ul style="list-style-type: none">• <i>Roll-out of revised Year 9 syllabuses</i>• <i>Release of Year 9 Teacher Guides – hard copy and digital</i>• <i>Rollout of Year 9 teacher PL program and support</i>• <i>Conduct school leadership awareness session focusing on supporting school implementation</i>		
YEAR 10			<u>Year 10 Development</u> <ul style="list-style-type: none">• Develop Year 10 syllabuses with stakeholder consultation• Develop Year 10 teacher guide materials to support curriculum and assessment delivery and implementation, including stakeholder consultation and input• Prepare and conduct initial Year 10 teacher PL engagement and awareness sessions for each core subject walking through syllabus and materials• Review Years 11-13 syllabuses based on any implications emanating from the 8-10 work including stakeholder consultation and input• Prepare and conduct school leadership awareness session focusing on supporting school implementation• Prepare and conduct training (train-the-trainer) of local personnel to conduct Year 10 PL training in 2025	<u>Year 10 Implementation</u> <ul style="list-style-type: none">• <i>Roll-out of revised Year 10 syllabuses</i>• <i>Release of Year 10 Teacher Guides – hard copy and digital</i>• <i>Rollout of Year 10 teacher PL program</i>• <i>Publishing of any Years 11-13 syllabus changes or amendments that may have resulted from the review</i>	

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5.1.2 Strategies and Milestones for the Key Deliverables (KD)

Table 16: Key deliverable timeline for the whole Year 8-10 syllabus

Strategies		Jan- June 2022	July- Dec 2022	Jan- June 2023	July- Dec 2023	Jan- June 2024	July- Dec 2024
KD A	Finalise project team members and other support mechanisms. Finalise Curriculum Development Process paper Conceptualise Curriculum Syllabus Design for Years 8-10						
Ongoing project monitoring and reporting							
KD B	Map Years 7-10 skills and understandings across each subject and prepare draft scope and sequence Research and benchmark other countries curriculum (scope and sequences) and make any modifications required Conduct consultation sessions with subject experts						
KD C	Within agreed parameters, content and scope and sequence of syllabuses are reviewed with proposed recommendations for changes presented to the MoET. Following MoET decisions in relation to project team recommendations, subject writers revise the syllabuses accordingly.						
	Consultation surveys and sessions conducted Draft revised syllabuses are reviewed, edited and modifications quality assured. Final draft syllabuses presented for design, printing for hard copies and website uploads including final quality assurance processes.						
KD D	Establish key templates, features and any points of difference between subjects. Drafting of teacher guides . Consultation surveys and sessions conducted						

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		Jan- June 2022	July- Dec 2022	Jan- June 2023	July- Dec 2023	Jan- June 2024	July- Dec 2024
	Strategies						
	Finished drafts to be reviewed, edited and modifications quality assured. Final draft guides presented for design, printing for hard copies and website uploads including final quality assurance processes.						
KD E	Establish key elements, generic components, any points of difference between subjects and specific subject content.						
	Drafting of PL programs for teachers and school leaders. Work in consultation with some teachers and school leaders Finished drafts to be reviewed, edited and modifications quality assured. Final draft guides presented for design, printing for hard copies and website uploads including final quality assurance processes. Conduct of initial teacher PL engagement and awareness sessions for each core subject walking through syllabus and some teacher support materials						
KD F	Preparation of school leadership awareness sessions and materials <i>Conduct of school leadership awareness sessions focusing on supporting school implementation²²</i>						
KD G	Preparation of train-the-trainer materials and program <i>Training of local personnel to conduct PL training²³</i>						

²² The conduct of the school leadership sessions and the train-the-trainer sessions may need to be conducted at the beginning of the following year.

²³ The conduct of the school leadership sessions and the train-the-trainer sessions may need to be conducted at the beginning of the following year.

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Note: It is anticipated the following occurs prior to, and in preparation for, the curriculum work beginning in 2022 (noting the need for ongoing review).

- Recruitment of as many project team members as possible
- Agreed detailed workplan with clear actions, deliverables and scope of work (based on the final agreed proposal).
- Established strategies for stakeholder communication, consultation, and collaboration
- Established workflows, processes and timelines for communications, revisions, edits, decisions, final review and quality assurance.
- Established project monitoring

5.1.3 Project Team

Table 17: Years 8-10 whole syllabus development team and roles

Subject	Roles
Mathematics	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
Science	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
Social Science	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
English as a Second Language	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
English as a Foreign Language	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
French as a Second Language	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
French as a Foreign Language	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
Health PE and Family Life	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
Civics and Citizenship	Subject Writers (1 lead writer and 1 other), Subject Reviewers (1)
Overall Curriculum Review	Curriculum Development Experts (2)
PL	PL Specialists (2)
Copyright Clearance	Copyright Officers (2)
Professional Editing	Professional Editors (2)
Project Management	Project Team Leader (with senior curriculum experience)
Administration	Administrative assistance and support for the team

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5.1.4 Resources and Budget – Annually over 2022-2024²⁴

Table 18: Whole syllabus Years 8-10 estimated budget

	Items	Time	Estimated Cost (AUD)
Project management and coordination	Team leader	300 days	300,000
	Admin support officer	60 days	30,000
	Research and Benchmarking		30,000
	Consultation survey, analysis and reporting		40,000
Curriculum development (syllabus and teacher guides)²⁵	18 subject writers (2 per subject)	100 days each	1,350,000
	9 subject reviewers (1 per subject)	20 days each	200,000
	2 overall reviewers (quality assurance)	40 days each	80,000
	Consultation online sessions (2 days x 9 subjects)	18 days	9,000
Final preparation of materials	2 professional editors (final edits prior to publication)	30 days each	60,000
	2 copyright clearance officers	30 days each	30,000
PL and training	2 PL specialists	20 days each	40,000
	Presenters at Teacher awareness sessions (2 people @ 9 subjects x 1 day)	18 days	18,000
	Presenters at School leadership awareness sessions (2 people @ 2 x 1 day)	4 days	4,000
	Facilitators at Train the Trainer (2 people @ 9 subjects x 1 day)	18 days	18,000
	PL and training materials		15,000
	Venue hire and catering		10,000
Total (annual)			2,234,000
PROJECT TOTAL (3 years)			A\$6,702,000

²⁴ These are obviously very rough estimates and can be adjusted as necessary.

²⁵ The other consideration (depending on availability and if there is a need to reduce costs) is to retain all the key elements of this approach with the exception of utilising local personnel to do the writing and reviewing of curriculum under the supervision of contracted team leader specialist. The risk is finding sufficient quality subject experts locally with potential additional costs if they needed to be released from schools.

5.2 Option Two

5.2.1 Years 8-10 Curriculum (Scope and Sequence) development and implementation roll-out²⁶

Table 19: Timeline and rollout plan for the scope and sequence 8-10 syllabus development

	2022	2023	2024
Research and Design	<p><u>Years 7-10 Curriculum Design</u></p> <ul style="list-style-type: none"> • Conceptualise curriculum design for Years 7-10 • Conceptualise and develop Years 7-10 Scope and Sequence for the core subjects including expert benchmarking input and stakeholder consultation 		
	<p>Year 7</p> <p><u>Year 7 Implementation</u></p> <ul style="list-style-type: none"> • <i>Roll-out Year 7 syllabuses²⁷</i> • <i>Release of Year 7 Teacher Guides – hard copy and digital</i> • <i>Rollout of Year 7 teacher PL program</i> 	<p><u>Year 7 Follow Up</u></p> <ul style="list-style-type: none"> • <i>Conduct of follow-up Year 7 teacher PL following first year of implementation in 2022</i> 	
Years 8-10	<p><u>Year 8 Development</u></p> <ul style="list-style-type: none"> • Develop Year 8 teacher guide materials to support implementation, pedagogy and assessment • Review to final draft of Year 7 syllabuses based on Years 7-10 scope and sequence work • Develop Year 8 teacher PL and training program for teachers. • Prepare and conduct initial Year 8 teacher PL engagement and awareness sessions for each core subject walking through scope and sequence • Prepare and conduct training (train-the-trainer) of local personnel to conduct Year 8 PL training in 2023 • Prepare school leadership awareness session focusing on supporting school implementation 	<p><u>Year 8 Implementation</u></p> <ul style="list-style-type: none"> • <i>Roll-out of Year 8 scope and sequence charts</i> • <i>Release of Year 8 Teacher Guides – hard copy and digital</i> • <i>Rollout of Year 8 teacher PL program and support</i> • <i>Conduct school leadership awareness session focusing on supporting school implementation</i> <p><u>Years 9 and 10 Development</u></p> <ul style="list-style-type: none"> • Develop Years 9 and 10 teacher guide materials to support implementation, pedagogy and assessment • Develop Years 9 and 10 teacher PL and training program for teachers. • Prepare and conduct initial Years 9 and 10 teacher PL engagement and awareness sessions for each core subject walking through scope and sequence • Prepare and conduct training (train-the-trainer) of local personnel to conduct Years 9 and 10 PL training in 2024 	<p><u>Years 9 and 10 Implementation</u></p> <ul style="list-style-type: none"> • <i>Roll-out of revised Years 9 and 10 scope and sequence charts</i> • <i>Release of Years 9 and 10 Teacher Guides – hard copy and digital</i> • <i>Rollout of Years 9 and 10 teacher PL program and support</i> • <i>Conduct school leadership awareness session focusing on supporting school implementation</i> <p><i>[Note: Year 10 implementation could take place in 2025]</i></p>

²⁶ The italicised points are the responsibility of MoET not the contracted writing teams.

²⁷ The roll-out and release of materials and the full PL program (*italicised orange text*) are the responsibility of MoET not the contracted writing teams.

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5.2.2 Strategies and Milestones for the Key Deliverables (KD)

Table 20: Key deliverable timeline for the scope and sequence Year 8-10 syllabus

Strategies		Jan- June 2022	July- Dec 2022	Jan- June 2023	July- Dec 2023
KD A	Finalise project team members and other support mechanisms. Finalise Curriculum Development Process and conceptualise Curriculum Scope and Sequence for Years 8-10				
Ongoing project monitoring and reporting					
KD B	Map Years 7-10 skills and understandings across each subject and prepare draft scope and sequence Research and benchmark other countries curriculum (scope and sequences) and make any modifications required Conduct consultation sessions with subject experts				
KD C	Years 7-10 scope and sequences are reviewed with proposed recommendations for changes presented to the MoET; and following MoET decisions subject writers revise accordingly. Drafts are reviewed, edited and modifications quality assured. Final scope and sequences are presented for design, printing for hard copies and website uploads including final quality assurance processes.				
KD D	Establish key templates, features and any points of difference between subjects of teacher guides . Drafting of teacher guides . Finished drafts to be reviewed, edited and modifications quality assured. Final draft guides presented for design, printing for hard copies and website uploads including final quality assurance processes.		Year 8		Years 9-10
KD E	Drafting of PL programs for teachers and school leaders. Finished drafts to be reviewed, edited and modifications quality assured. Final draft guides presented for design, printing for hard copies and website uploads including final quality assurance processes. Conduct of initial teacher PL engagement and awareness sessions for each core subject walking through syllabus and some teacher support materials		Year 8		Years 9-10

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		Jan- June 2022	July- Dec 2022	Jan- June 2023	July- Dec 2023
Strategies					
KD F	Preparation of school leadership awareness sessions and materials <i>Conduct of school leadership awareness sessions focusing on supporting school implementation</i>				
KD G	Preparation of train-the-trainer materials and program <i>Training of local personnel to conduct PL training</i>				

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5.2.3 Project Team

Table 21: Years 8-10 scope and sequence syllabus development team and roles

Subject	Roles
Mathematics	Subject Writers ²⁸ (1), Subject Reviewers (1)
Science	Subject Writers (1), Subject Reviewers (1)
Social Science	Subject Writers (1), Subject Reviewers (1)
English as a Second Language	Subject Writers (1), Subject Reviewers (1)
English as a Foreign Language	Subject Writers (1), Subject Reviewers (1)
French as a Second Language	Subject Writers (1), Subject Reviewers (1)
French as a Foreign Language	Subject Writers (1), Subject Reviewers (1)
Health PE and Family Life	Subject Writers (1), Subject Reviewers (1)
Civics and Citizenship	Subject Writers (1), Subject Reviewers (1)
Overall Curriculum Review	Curriculum Development Experts (1)
PL	PL Specialists (1)
Copyright Clearance	Copyright Officers (2)
Professional Editing	Professional Editors (2)
Project Management	Project Team Leader (with senior curriculum experience)
Administration	Administrative assistance and support for the team

²⁸ In order to build local capacity, additional writers for each subject could be recruited locally.

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5.2.4 Resources and Budget

Table 22: Scope and sequence syllabus Years 8-10 estimated budget

	Item	Time 2022 (Year 8)	2022 Estimated Cost (AUD)	2023 Estimated Cost (AUD)
Project management and coordination	Team leader and lead curriculum designer and developer	150 days	150,000	150,000
	Admin support officer	60 days	30,000	30,000
	Research and Benchmarking		30,000	
Curriculum development (scope and sequence and teacher guides)²⁹ [1 subject 2022; 2 subjects 2023]	9 subject writers (1 per subject)	60 days each	405,000	910,000
	9 subject reviewers (1 per subject)	20 days each	200,000	400,000
	1 overall reviewer (quality assurance)	40 days each	40,000	40,000
	Consultation online sessions (1 day x 9 subjects)	9 days	4,500	9,000
Final preparation of materials	2 professional editors (final edits prior to publication)	30 days each	60,000	60,000
	2 copyright clearance officers	30 days each	30,000	30,000
PL and training [1 subject 2022; 2 subjects 2023]	1 PL specialist	20 days each	20,000	20,000
	Presenters at Teacher awareness sessions (2 people @ 9 subjects x 1 day)	18 days	18,000	36,000
	Presenters at School leadership awareness sessions (2 people @ 2 x 1 day)	4 days	4,000	4,000
	Facilitators at Train the Trainer (2 people @ 9 subjects x 1 day)	18 days	18,000	36,000
	PL and training materials		15,000	30,000
	Venue hire and catering		10,000	20,000
Total 2022			1,034,500	
Total 2023				1,775,000
PROJECT TOTAL				A\$2,809,500

²⁹ The other consideration (depending on availability and if there is a need to reduce costs) is to retain all the key elements of this approach with the exception of utilising local personnel to do the writing and reviewing of curriculum under the supervision of contracted team leader specialist. The risk is finding sufficient quality subject experts locally with potential additional costs if they needed to be released from schools.

6. Management and Governance

6.1 Quality Assurance

The quality assurance processes for this project that will determine the quality of the final deliverables produced include:

- Project monitoring against the plan on a regular basis with progress reports and updates.
- Project coordinator working with writers and reviewers to sign off at the end of each stage, indicating the project team can progress to the next stage.
- Key checks and balances and staff with responsibility for assuring suitability and quality of materials and content developed.
- Consultation and collaboration with targeted users to evaluate usability, currency and viability.
- Accessibility by a diverse range of stakeholders including those with disabilities and special needs and learning contexts.
- Stakeholder feedback collected, reviewed and incorporated into revisions and functional enhancements.

6.2 Acceptance Criteria

Criteria to be used to judge the effectiveness of the syllabuses and the curriculum support materials include:

- Clarity about what is to be taught across the years of schooling and the quality of learning expected of students as they progress through school.
- Sufficient flexibility to accommodate the reality of student, teacher and school diversity; with high expectations and standards that are challenging yet realistic.
- Confirmation that what all young people should learn as they progress through schooling can be taught well within the overall teaching time and with the resources available to teachers and students.
- Simplicity of language while preserving a complexity appropriate for professional practitioners and consistent in terms of language and broad structure.
- Use of a strong evidence base, including the implications of the curriculum for learning, pedagogy and what works in professional practice, benchmarked against international curricula.

6.3 Dependencies

Table 23: Project dependencies

Dependency	Nature and extent of dependency
Quality staff	Subject and writing expertise; and understanding of curriculum and standards
Business processes	Negotiated agreement of workflows, timelines and processes
Communications	Agreed processes within team and with contractor
Finance	Provision of budget and resources by contractor.
HR	Recruitment support from contractor during development.
Legal	External expertise for copyright clearances during development and IP protection once developed.
IT	Web-based and online deployment – provision of external expertise
Design	Graphics and design - provision of external expertise
Customers	Consultation, engagement and participation in provision of feedback.
Key stakeholders	Consultation, engagement and participation in provision of feedback.

6.4 Communications and Reporting

Key elements include:

- a. Working party meetings via video conferencing and SharePoint
- b. Email correspondence between team members including regular updates of progress between meetings
- c. Face to face meetings with groups of experts in focus groups
- d. On-line discussion forums
- e. Customer and stakeholder identification, engagement, and consultation
- f. Discussions with key stakeholders, canvassing issues and providing timely updates
- g. Formal quarterly reports to contractor on progress in relation to KDs and milestones and any identified risks
- h. Ongoing informal updates and discussions with contractor liaison personnel and project team leader
- i. Briefings and consultations with Vanuatu Ministry personnel as needed and on request

6.5 Risk Mitigation

As with any project of this size there are risks associated with its implementation. A critical contributor to the success of a project is being able to measure and having systems in place to reduce possible risks. The probability of risk can be listed as low, medium or high. Table below summarises the major risks and strategies which can be deployed to reduce the risk.

Table 24: Risk assessment and mitigation plan

Identified Risk	Risk Assessment (L, M, H)	Risk Management and Evaluation	
		Management Control (Preventative or Contingency)	Risk Control Rating (Poor, Fair, Good, Excellent)
Materials and modes have customer relevance	H	Ensure some user testing and review opportunities built into the development process.	Fair/Good
Functioning internal processes and communications	M	Have agreed workflows, business processes and lines of communication.	Good
Functioning outward processes and communications	M	Have agreed processes and lines of communication between coordinator and curriculum advisor.	Excellent
Timely feedback and response to draft materials	H	Have agreed deadlines and workflows	Fair
Retention of writers and reviewers	H	Ensure that there are quality back-up or reserve personnel ready.	Fair/Good
Continued funding and resourcing	M	Begin identification and negotiation process early and have dedicated focus to this in ongoing way.	Good
Timely and available copyright clearances	H	Have identified dedicated staff to this work and ensure that the budget allows for external expertise to be used where required.	Good
Capacity to meet deadlines	M	Continued monitoring, follow up and support to writing teams from coordinator	Good
Provision of a quality product	M	Quality assurance processes in place for ongoing review and edit	Excellent

7 References

Vanuatu National Curriculum Statement, Ministry of Education Republic of Vanuatu, 2010

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