

VANUATU NATIONAL CURRICULUM REFORM



Planning and Implementation Schedule

2014 – 2018

National Curriculum Reform Development and Planning from 2014 to 2018

Rationale

The core purpose of the Vanuatu National Curriculum reform is to provide a quality, relevant and harmonized curriculum to all students in Vanuatu from preschool to year 13. Through the delivery of quality curriculum, students will be well prepared to contribute to the future work force of the country by having relevant skills and knowledge that will enable them to be self-reliant and active in the economic development of the country.

Key aims of the new curriculum are to improve the literacy and numeracy levels of students and prepare student to be active and informed citizens and assist students to continue to further education opportunities.

The Curriculum Development Unit has been engaged in a long term curriculum reform agenda. To date syllabus documents have been completed for Preschool to Year 6. The process of syllabus development is continuing for Junior Secondary, and the majority of syllabuses for senior secondary are reaching completion.

To ensure the achievement of the ongoing reform agenda a range of planning has been undertaken. Under the Vanuatu Education Sector program (VESP), a strategic plan has been developed for curriculum implementation for Years 1-3. CDU is in the process of developing curriculum implementation plans for both Junior and Senior Secondary.

A key issue for CDU and for the Ministry of Education is the urgency associated with the senior secondary curriculum. There are a number of significant milestones and timeframes that have to be met by the end of 2014 in order for Vanuatu to be able to implement the new senior curriculum into schools.



2009 Education Forum in Santo

Primary Curriculum Year 1-6

The three year plan for the VESP curriculum implementation program will enable Vanuatu Schools to commence the roll out its new Primary Curriculum in 2015 starting from year 1. This planning document clearly outlines what will be done during each year up to 2017 to ensure that the new curriculum for years 1-3 is fully implemented.

In 2014 Teachers Support Resources (TSR) will be developed to support the implementation of the curriculum for Year 1. These materials will then be implemented in schools the following year. The curriculum implementation plan will see teacher support materials for each of the four primary subjects for year 2 developed in 2015 and year 3 materials in 2016 and implemented in each subsequent year.

As VESP only focuses on years 1-3, the Ministry will need to consider funding implications associated with completing the materials for years 4-6, so that the sequential roll out of materials can continue in schools and that the largest sector of education in Vanuatu, the primary sector is completed.

Schools heads and principals having year 1 to 3 classes will be advised of the planned year 1-3 curriculum roll out through a targeted awareness campaign. It is vital that all other year levels of the curriculum that are already completed not be delayed. It is advisable that work continue on these so that they can be introduced in schools for implementation. Such an approach will provide the opportunity to build on clusters of teachers to sharing and discussing the success and challenges and assist each other learn from each other's best practice. The services such ZCAs or SIO will enable schools to record and disseminate the outcomes of their group work. This is part of innovative principle to grow effective pedagogy.

More details on the implementation and strategies for teachers, school heads community and parents will be provided as the VESP program progresses, through a communication unit of the MOE.

This planning document provides an outline of the activities to be undertaken in order for the ministry to prepare schools and teachers to be aware of this development. In developing the curriculum implementation plan for Years 1-3, CDU has incorporated where appropriate feedback and recommendations from the independent review of the Curriculum

The Senior Curriculum Year 11-13

This year level curriculum is of very high stakes to the nation and for this reason CDU has invested a lot of time and commitment to its development.

It would appear that there are few reasons to delay the implementation of this new senior curriculum. It has been drafted by practicing teachers from schools in Port Vila. A number of key activities are yet to be completed including having the final versions of the syllabuses verified by regional neighboring institutions. The CDU coordinating team and the writers involved in this process of reforming the curriculum for senior level, Vanuatu will implement the Year 12 Nationalization of its examination. The students in Year 12 English and French Speaking schools will sit a common Year 12 Examination. It is planned that the Vanuatu Senior National Examination will be administered in 2016. This important and high stake examination deadline creates the imperative for CDU and the MOE to implement the year 11 national curriculum in 2015. This is being driven via the communique from the Education Ministers Forum and in respect of the convention signed by MOE and SPBEA in relation to the introduction of the Year 12 Nationalization Program. All the senior Syllabuses are to be completed as scheduled in Mid-Year 2014 according to this plan and schedule.

In 2017, there will be the introduction the final year of the National examination, year 13 also common to both streams. This final examination aims to qualify our students to enter universities with the required entry level to study courses in these universities and vocational institutions.

Principals and Education Authorities are advised that schools which currently deliver senior programme will be directed by the Ministry of Education on how this will be managed. It is anticipated that all school offering a senior program will have to ensure that they comply with the requirements stipulated in the VNCS, the senior school Timetable policy, the Subject Policy and Assessment and Reporting Policy. The policies will be disseminated by the office of the Minister to the nation's schools prior to implementation.

The Junior Secondary School Curriculum, Year 7-10

To ensure the effective implementation of the senior curriculum the MOE and EA needs to plan and make decisions on some senior classes and relocations to meet the benchmarks on Teacher student's ratio, subject resources and requirements on infrastructure in respect of relevant pedagogy applied in respective subject area.

The Curriculum of this cycle is experienced by the largest portion of students having secondary school background. Previous curriculum documents for this sector had many discrepancies, thus the reasons for reviewing the curriculum. JSS students currently are the most affected cohort of students as they are vulnerable to many challenging and increasing social issues in society. Particularly the large portion that drop out of the system due to limited academic performance and secondly, the availability of places. . The new curriculum design is advocating offering content that meets the needs of the students that prepares them for further level studies and for vocational preparation that have the potential to provide a range of opportunities.

When students leave the JSS level, they will have acquired skills and knowledge to participate in the economic development of the country and be active and informed citizens. . Vanuatu is a multicultural society of 83 islands with range of possible activities economically viable and is located where these students come from or originated to. The current reform seriously considers the importance to empower students leaving JSS level with relevant skills to be return to community and engage in economic activities. In this level, we are referring to students from year 7 to 10 as they can leave the schools before sitting examinations.

With the implementation of the primary curriculum it is anticipated that students entering junior secondary in the future will possess the level of literacy and numeracy skills required to continue studies in any vocational institutions and also continue to further education opportunities.

JSS curriculum is the last phase of the curriculum. CDU is working on its review and development. A key challenge for the junior secondary curriculum is ensuring that there is a clear connection and interface with the senior curriculum. Current planning indicates that in mid-year 2014, the entire JSS curriculum must be completed. In 2015, the Teachers Support Resources must be developed, starting from year 7. The roll out of the Year 7 syllabus is scheduled in 2016

General Information

This planning document is provided to inform schools and stakeholders of the progress and the dates of the implementation of the new curriculum. It is essential to let all the people in the country that Vanuatu is preparing a new curriculum and is approaching its completion. As from 2015, it will be implemented in year 1 and year 11. Year 7 is planned for 2016. The details of printing, teachers Training and distributions of the materials are not in this documents as it is under the responsibilities of other services. However, they will comply with this planning to match the time frame stated in the schedule diagram. Queries about the implementation of the new curriculum can be directed to the Director responsible for curriculum, Mr Roy Obed on tel: 22309 or on email: oroy@vanuatu.gov.vu or to PEO curriculum, Charley Robert on phone N0 23508 or email to crobert@vanuatu.gov.vu and for professional assistance, you may contact all the following officers - see the last page of this Documents.

Year 1-3 Curriculum Development and Teachers support and Resources

Rationale

The curriculum development review programme has changed route and focused more to the primary curriculum, this is qualified by the source of funding arrangement by the pool partners. This not meant that the CDU is not going to continue on the other development of the JSS and the senior curriculum. The progress and development had done so far will be continuing under different source of funding. However this is to illustrate the expected work in form of picture to make difference on what may expressed in writing or chart. It is in other form to assist officers seeing the map or route rather than voice.

Underpinning the level or expectations of the results and how to get to an end product, it is not easy for the staff to get the picture. Putting this way, can assist them understanding better the sequences. Even, in higher level of operations, people failed to represent in their mind the whole picture of the curriculum development process. Vanuatu is more difficult than any other country in the region where the system or medium of instruction is only one either French or English. Not only in the region, Vanuatu can be compared with its innovations of its curriculum but in the international scale about the concepts of advocacy for promoting cultural and traditional knowledge to support the education of the students and move later on to French or English. These complexities and processes are often difficult to understand and visualize how it can become concrete. This PDF illustration is trying to map out what is presented to the VESP Task force and the TA for Curriculum can incorporated some of this information in the work plan for CDU to guide respective officers of the year level of curriculum development.

Introduction

The development of the teachers' guide to implement the year 1-3 curriculum and its scope of operations reflects the framework translated from the VESP programme. Its first targets is anticipated to find out what is the best format and design to implement the national primary syllabuses recently developed. Within this scope of design, what are the important features and components, the CDU, ISU and VITE can explicit in Teachers Guide of this year level of the system and to ensure that pre service and in service will use in the training programme of the teachers. The design must include pragmatic approach and to link variety of teaching resources available in the current curriculum and the upcoming resources which can be developed.

The required resources for year 1-3 curriculum the CDU will develop must consider a lot of important facts to assist classroom practitioners to make changes in children's education, to enhance teachers to understand and acquire skills to move out from the practice of content and objective curriculum model to OBE curriculum model. The chart helps to visualize the picture of year 1 teacher development guide out from the year 1-3 and yet , it is required to visualize it from the year 1-13 curriculum and will be the same for the year 4-6 , 7-10 and 11 to 13 in separate document.

Modality of Writing Development for Teacher's Guide

It is seen important that the writing will be done by the coordinators, the TA and the SEO curriculum as to promote capacity building and local expertise for the sustainability of the programme. The work will start by developing the TG and teachers support for Mathematics, science and the LC. However, the LC will is already underway and taken care off, the math , science and social science . The anticipated documents to be developed are shown in the chart page 1.

1. Language and Communication

The writing of the teacher guide has started since January 2013 with the writers (4) and has been stop due to the new arrangement by the VESP. It is planned to be written by the officer responsible of the primary curriculum. Dolores is assigned to continue the development of this document. According to schedule, P1, language and communication Teachers Guide and support materials starts now until now to December 2014. It is intended for the ISU to deliver training to teachers on Literacy to prepare background for teachers ready to roll out the New Year 1 language programme.

Literacy development is more than learn to read and write .it involves range of activities and teachers need to be aware and use them to help children learning.

2. Mathematics

Math's Teachers guide is also started. One officer from the Unit responsible for the Primary curriculum begins writing the TG and supporting resources. According to page 2 of the chart, the development starts now and be completed in December 2014.

3. Science

In page 2 of the chart, the science TG is started to be developed by the TA as there is not enough officers to do the tasks. However, the TA has the multi functions in supporting, mentor and coach all coordinators and will contribute to the writing development which is badly needed.

4. Social Science

In page 2 of the Chart, the writing of the Social science will be done by the other officer of the Unit, SEO curriculum at the same time; she will oversee the work of the Book design in the publication unit.

The reasons to involve 100% of writing tasks to the coordinators and SEO curriculum is to build their capacity and expertise in this field. This approach is vital for the sustainability of the Roles and functions of the CDU. Donors will not be here forever and during their absence, the CDU will not depend to the external assistance but will continue to progress in its curriculum development.

While officers are concentrating in the development of the year 1 Teacher Guides and supporting resources, there is an outstanding and second problem to be solved and , the CDU, MOE have six (6) months ahead to think about and planned for according to the outcomes of the results from the teachers Guides Development of year 1 for the four Subjects (Math's, science, living in our community and Language and communication.)

Development of Teachers Supporting Resources - Year 2 and 3

Page 3 of the Chart, the same sequence of the TG and support resources development have to start and the decision to be made in order to prepare the next year level of the primary curriculum implementation. Up to June 2014, we will make decision on whether the CDU staff can develop these materials or not? It will depend on the outcomes of the writing tasks and implementation of the year 1 syllabuses. The reason why, the year (2015? 2016? 2017?) is not indicated on pages 3 and 4. This is a critical feature of this strategy which need thorough study by the Management to make decision prior considerations by the Ministry of Education.

The current strategy will support the implementation of the year 1 but an immediate decision is to be made about the Development of TG resources for year 2 to 3. Who is currently going to prepare the years 2 to 3 teachers support resources. Technically, when the CDU staff will be involved in year 1 until the delivery of the year 1 materials; the year 2 Teachers resources will not be available. Therefore, the CDU management and the MOE and the donors have to advance a solution otherwise; it will cause considerable delays for the primary curriculum implementation. The Management level will anticipate to this question while the officers concentrate on year 1 TG supporting resources.

The Year 3 Curriculum and its implementation

The year 3 curriculum is the year of transition to the L2, the French of English where you can see on page 4, the indication of the about this transitional period to remind the writers to investigate on what effective approach to use in supporting smoothly the implementation of the year 1-3 and connecting the year 4-6 national curriculum.

The Assessment and Evaluation

On page 1 of the schedule, it is mentioned the development of the Assessment to consider while implementing the year 1-3 curriculum. It is placed after the roll out of the year 1 curriculum with the sense that subject to undertake a major assessment , it is proper at that time but for the continuous assessment in daily classroom practices and reporting required by the Assessment policy. This requirement will be met during the process of developing the teacher Guide and its resources.

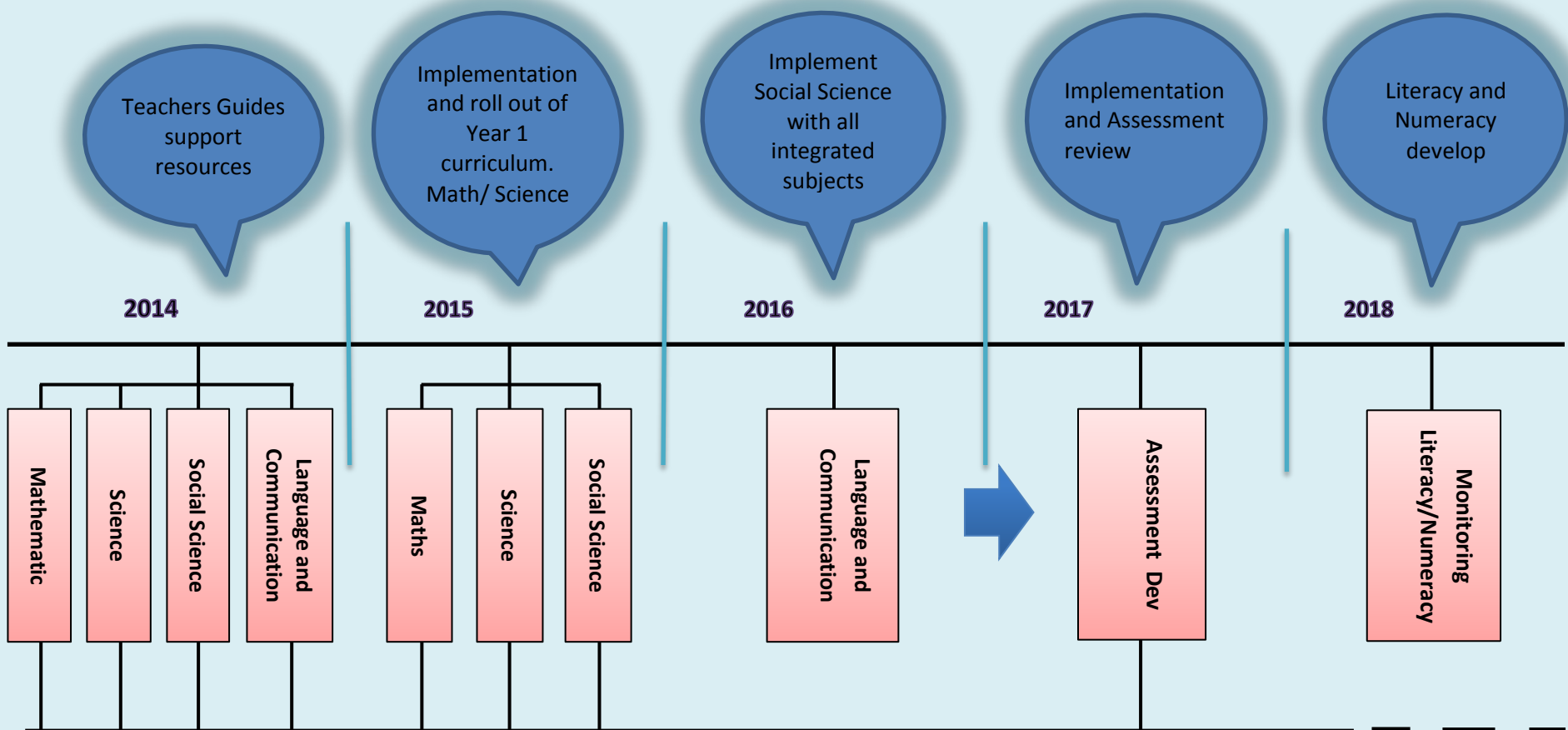
The Monitoring of Literacy and Numeracy Development

The system needs to concentrate on the literacy development for children in early grades build on the data baseline of the national assessment of this particular grade. In page 1, there is mention about this task and the units responsible of the delivery of the national curriculum of year 1-3 are informed to consider that our flagship is to enable students of these early grades to read and write. Many agencies and organizations that will help us achieving this national goal will participate in this campaign and development.

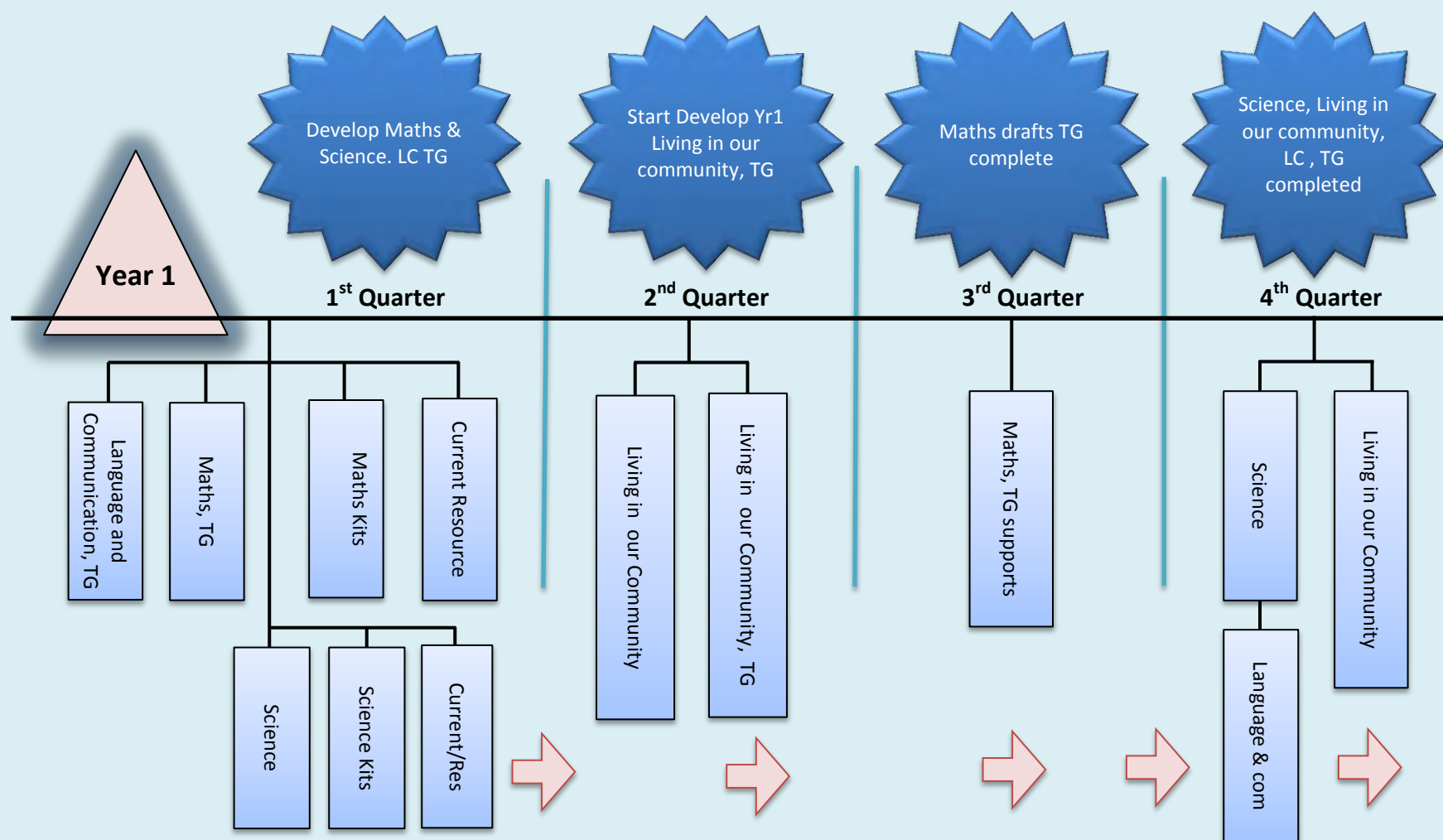
Above are the main focus of the 2014, year 1-3 National curriculum implementation schedule which reflects the Strategy 1 of the VESP and ongoing PD of the 4 units, CDU, VITE, ISU and EAU. There are other aspects of the reform which is not included such as policies to enforce the National curriculum implementation which the officers need to be mindful about the sequencing of the development and roll out plan. This document is other way of looking on the bigger picture of year 1-3 implementation plan similar to help officers responsible of the primary curriculum and the supporting units.

National Curriculum Development Review

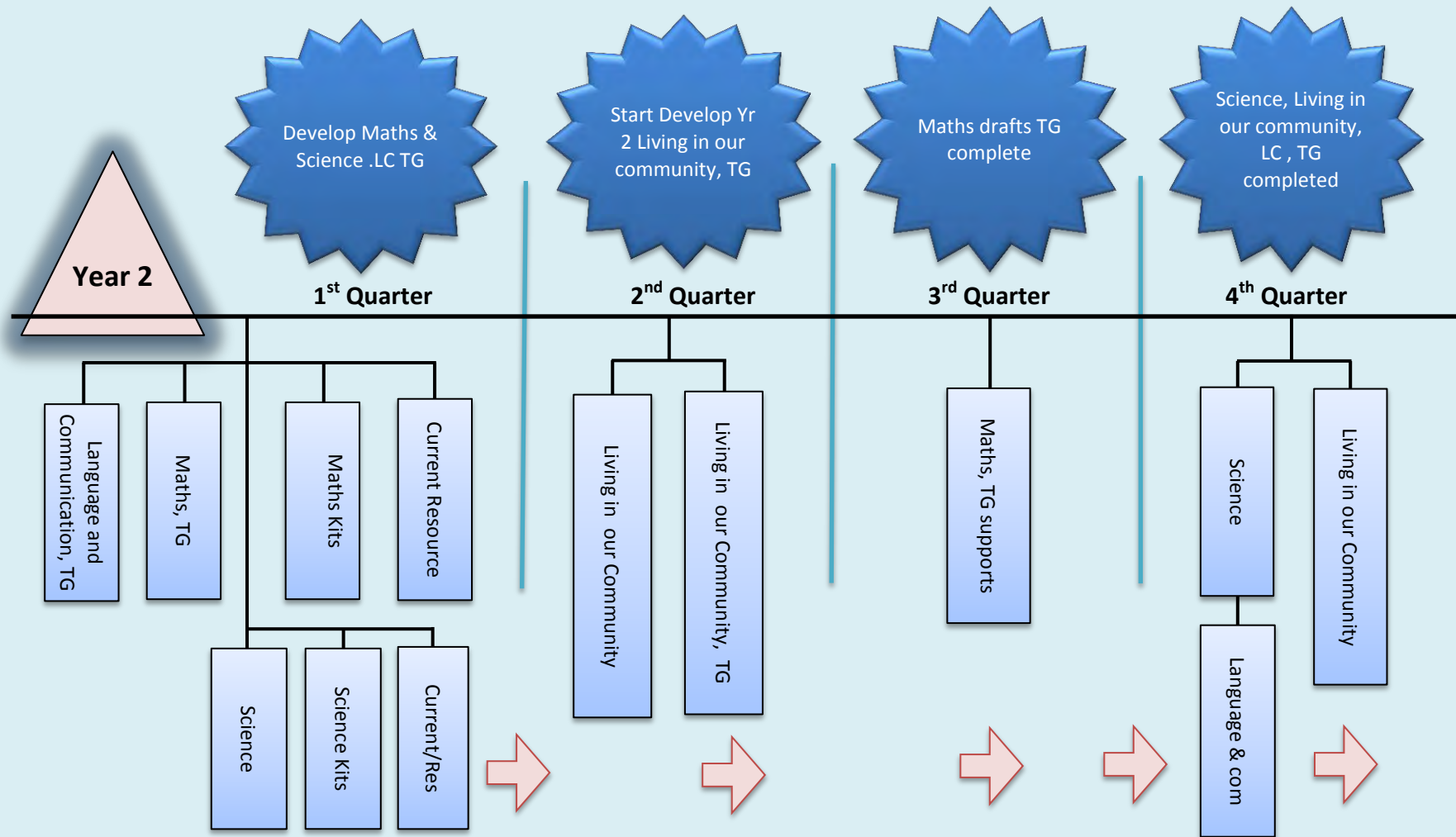
OVERVIEW FOR Y1-3



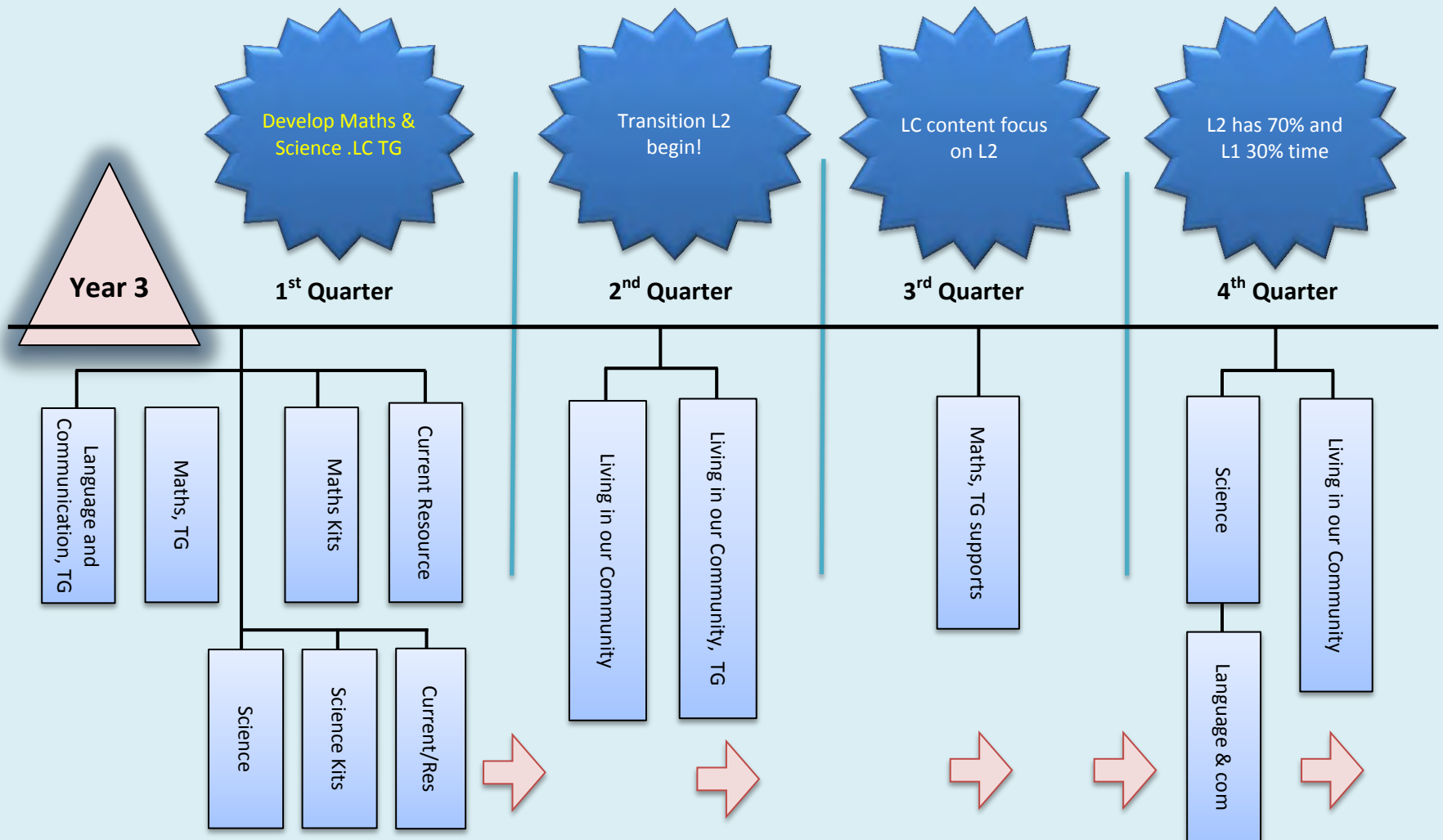
2014 Year 1, Teacher's Guide and Support Resources Schedule



2014 Year 2, TG and Support Resources Schedule



2014 Year 3, TG and Support Resources Schedule



The Senior Curriculum, Year 11-12-13

Rationale

The Senior Curriculum is the most and important cycle of the system which the MOE and Donor partners have invested a lot of time and money to its development review. The work of the senior curriculum review has started in January 2010 with the Total Number of teachers from 170. After one year of writing development and challenges, the number has dropped to approximately 70 teachers. This portion of teachers in senior secondary schools on Efate, represent a real facts of local expertise in which is evident from our local schools in the country.



Graduation students from VITE, 2012

In December 2012, 21 senior syllabuses were drafted in each language of Instruction (French and English) and were edited by 2 local editors. The draft and edited version were reviewed by the writers and 18/22 French version of the syllabuses are completed and sent back to coordinators and 10 are packed and unpacked, ready for the regional screening and feedback. The English versions, 18 out of 22 syllabuses were drafted, edited, reviewed by the writers and 10 are unpacked and packed ready for regional inputs.

Along the similar line of Development now undertaken by the donor partners in the next coming years as from 2014, it is important the CDU maps out these activities in order to provide correct information and advice to the MOE for decisions. The Current curriculum model is of Outcome Base Education Model therefore, all cycle of the curriculum needs to be addressed at the same time as knowledge are built on prior learning experience from K-Yr 13. The Senior curriculum is of a great importance and of a high stake to this nation and must in compliance with regional qualification framework to keep Vanuatu in the scope high level standards of learning and opportunities.

However, again it worth mentioned, students achieving year 13 levels in Vanuatu education system whether in the general academic studies, TVET or any other institutions must come to a level of specialization, with the certificate to join the market force or go to university. The reasons why , delaying the senior curriculum is not an effective decision and strategy to meet the national interest

Introduction

The Focus and Development of the senior curriculum will continue to with the most priority task is to:

1. Track down the uncompleted syllabuses (RE –CCE- Visual Art and Performing Art – English Version and in French Version ; Visual Art, performing Art, Education Civique et de la citoyennete)
2. Follow up with teachers or writers to complete the review of the following syllabuses (English version: Agriculture, RE –CCE- Visual Art and Performing Art and French version: Agriculture, Visual Art, Performing Art, Education Civique et de la citoyennete)
3. Complete the unpack and pack exercise of the remaining syllabuses about 13 in each stream (French and English)
4. Develop Teachers support resources and how this can be organized to roll out the senior programme.

Above are the major activities to attend in 2014 exercise in meeting schedule of 2015, the year of the roll out of the senior programme commencing with the year 11 syllabuses in conjunction with year 12 nationalization examination in 2016. To that perspective, the Units responsible of the implementation will imperatively comply with the Ministerial order to prepare in terms of documentations, Human resources, training to upgrade skills, arrange the school infrastructure and other preparation are vital to that point of time.

Proper planning, budgeting and awareness to important stakeholders such as schools, institutions, Education Authorities and Ministry of Education are crucial and it is compulsory to engage the whole system of this development during the course of 2014. This document will help all stakeholders to view the anticipated route to be taken to formalize this intention of the government's national policy of its reformed curriculum implementation.

Out from this overview, from 2014 to 2017, the unit is clear about the tasks and requirement to meet the target dates of the implementation for respective year levels (11, 12, 13) page 1 of the mapping document Yr. (11, 12, 13) page 1 below.

Development of Teachers Support Resources for Year 11

Prior to start completing the outstanding syllabuses, it is important to think about what are the main courses be currently used in the next upcoming 12 months as from January 2014. The subjects shown on page 1 in 2014 are the main activities, the CDU and the coordinating unit will focus on for completion. The next activities to undertake are the development of the Teachers Supporting Resources with the IA for year 11 syllabuses. The core work of the coordination is to reconvene the writers to complete these 3 main tasks (complete the syllabuses, develop TG & resources, review the IA according to new syllabuses and ready to carry out trial in selected schools on Efate and make any changes if required.

Commencement of Validation exercises with the Region

Term 1 in 2014, the MOE with the assistance from the Vice Rectorat in New Caledonia and USP, SPBEA will be in the position to inform the CDU on feedback of the first 10 syllabuses and the next 13 remaining to be forward for the same exercise in the course of 2014 before beginning of quarter 2.

The above required activities are applied to the French versions of the syllabuses mentioned in page 2 of the document.

The Ministry to lead the exercise of the Regional verifications

There is some technical tasks to be done by the CDU management and the MOE of ensuring the exercise of the verifications of content and standards of the senior curriculum by the external institutions. This task is consisting of getting the above regional organizations by the way of diplomatic relations or via ministry officials to facilitate the CDU in achieving this target. Thus, the CDU will be assured by these regional institutions to undertake the screening exercise prior that, they identify the magnitude of the work to be done, the cost that can be involved, the relevant persons to do the job and to enable them map out their work to coincide with our planning. It is imperative that the CDU management confirm this before end of December 2013.

The Accreditations of the new Senior courses

During 2014, the exercise of the accreditations for the syllabuses must be underway and be headed by the VNTC. The current reviewed VNTC act must be into force quickly to enhance the accreditation exercise of the whole curriculum starting from the senior level down to JSS and the year six from the basic education. The relationships of standards from the general academic studies, the TVET sectors and the other tertiary academic institutions and organizations offering commercial curriculum in the country with existing Education Authorities will be brought into light for cross verifications according to regulations stipulated by the VNTC act and recommendations will be made to meet standards. This is the requirement to meet the new curriculum destinations. Still in page 1, 2 and 3, this validation exercise and process must be activated at the beginning of the quarter1 in 2014.

The roll out of the Senior and Primary at the same Year (2015)

In page 4 of the senior curriculum planning and page 1 of the implementation schedule for primary, the 2 ends of the national curriculum will be implemented in the same year 2015. Why? Because, Vanuatu students are victims of the current curriculum content, the reasons of the reform. There is no good and valid reason to slow down the implementation of the senior curriculum as the teachers from senior level, the students, the national coordinators and the lecturers of the teacher training Centre and the officers of the EAU will not be fully or not at all involved in the year 1-3 curriculum roll out. The Lecturers from VITE will be involved in both training at the national level. The challenges from the system will remain and continue in the future such as, shortage of funding, relevant resources etc. but if the content of the senior programme is proven of quality, it should be roll out and progressing and improving.

The In service Training Unit (ISU)

In order to implement the senior curriculum, VITE have to upgrade this unit, the MOE has the mandate and no one outside the Ministry to decide in its place not to begin the implementation of the senior curriculum. Vanuatu has the support from the USP and AUF to assist in the training pending there is funds and the government has to find that financial support.

Pre requisites for the implementation of Senior curriculum

All the relevant policies are in place, the Assessment and Reporting Policy, the Education Language policy, the timetable policy, the subjects and choices policies and be in both versions. The awareness to schools is necessary to let public and community about that change. Because it is a major Change, the Hon. Minister must promulgate all these through media and make emphasis to schools, EA, MOE supporting services and these have to be ensured during the implementation phase that the quality Assurance unit. Materials and, stationeries or equipment have to be ready before. Due to cost implications, considerations can be made to order for year level. Above all, there should be the exercise of rationalizing the schools through the country.

Sequencing the implementation

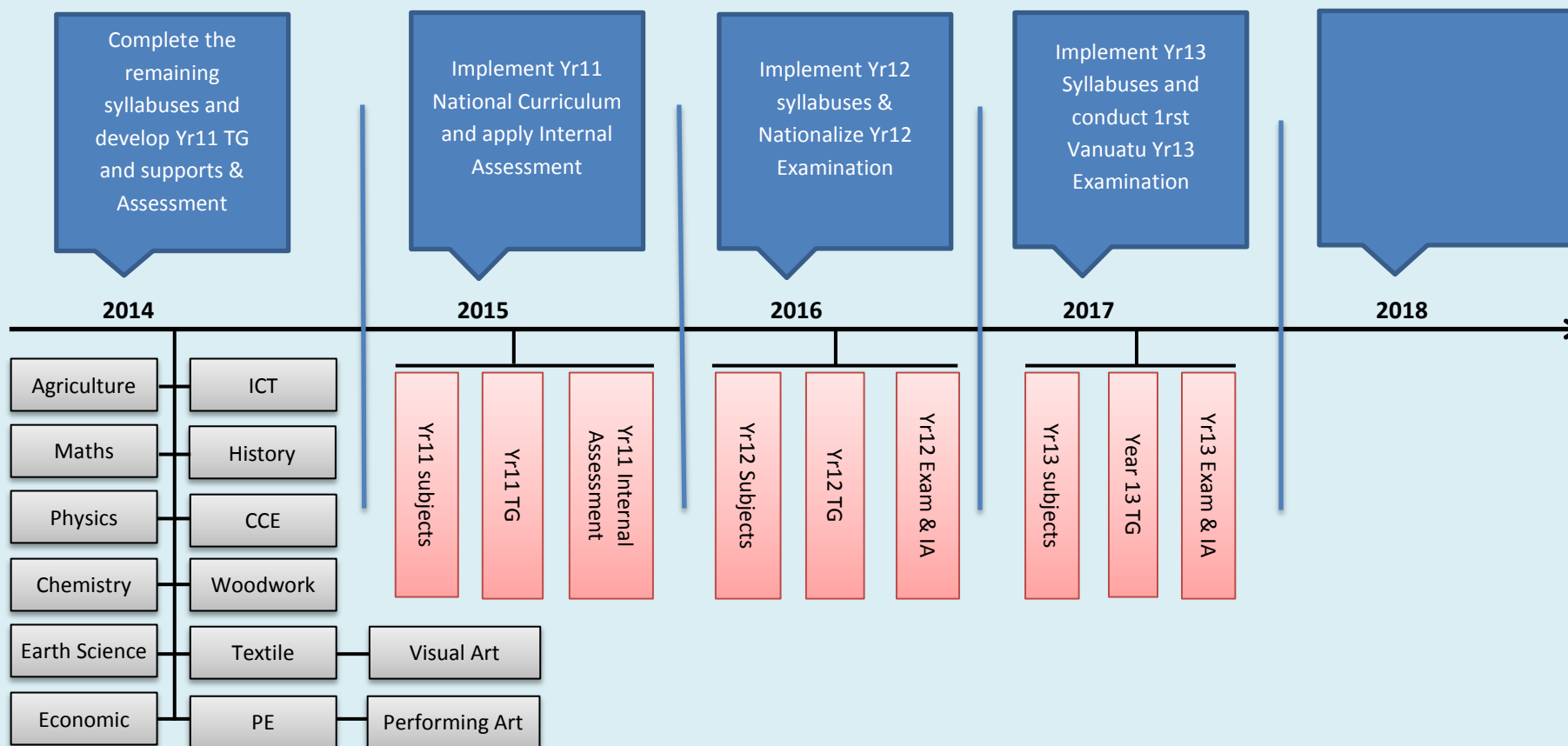
The sequencing of the implementation of different level of the curriculum will depend on the pre requisites mentioned above commencing that the documents (syllabuses) are printed and distributed to schools.

Conclusion

The senior curriculum cannot be delayed as Vanuatu will continue to weaken its education system and the country work force. The 2015 plan will provide more details of the implementation. At this stage, the CDU main task is to complete the process of the syllabuses.

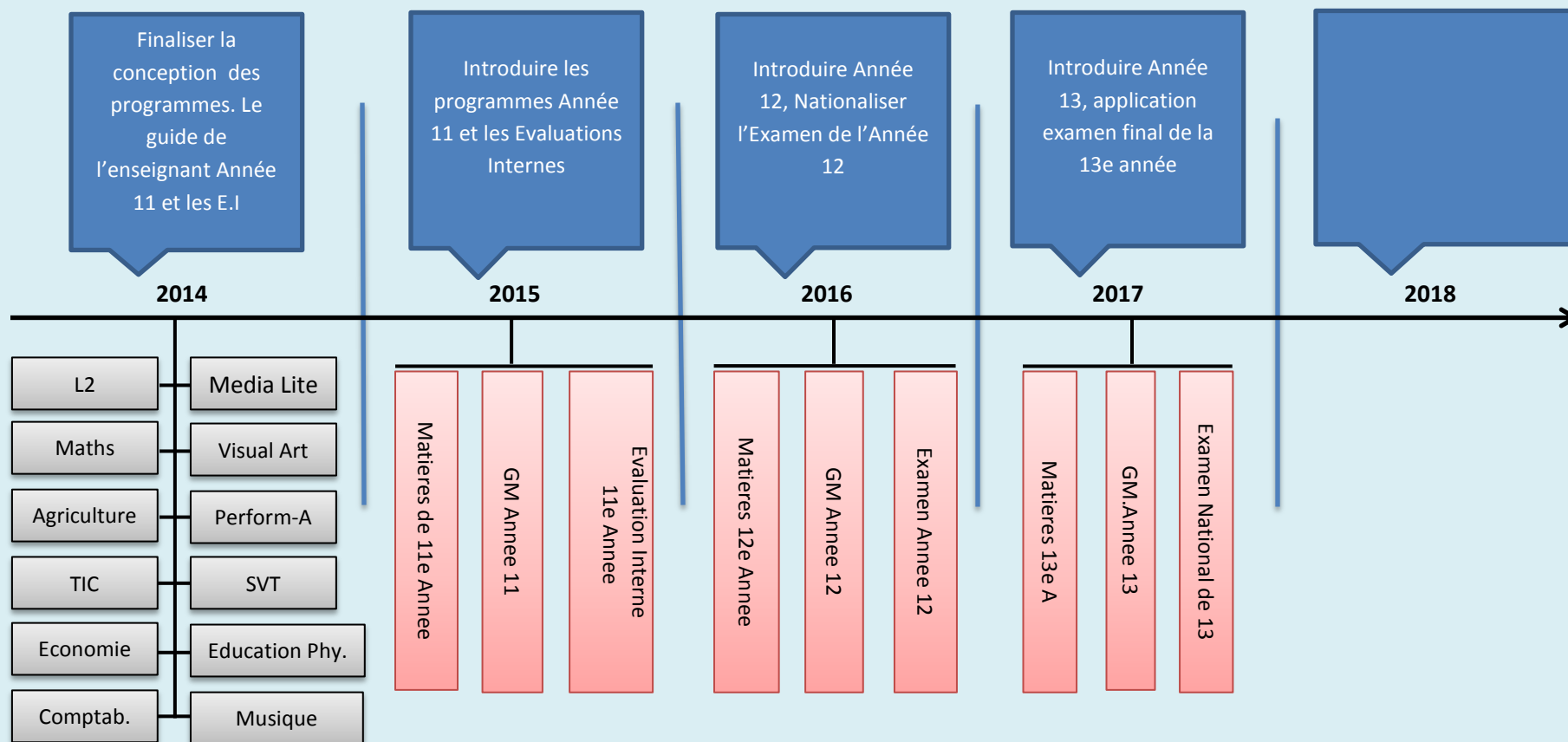
Senior Curriculum Development

English version



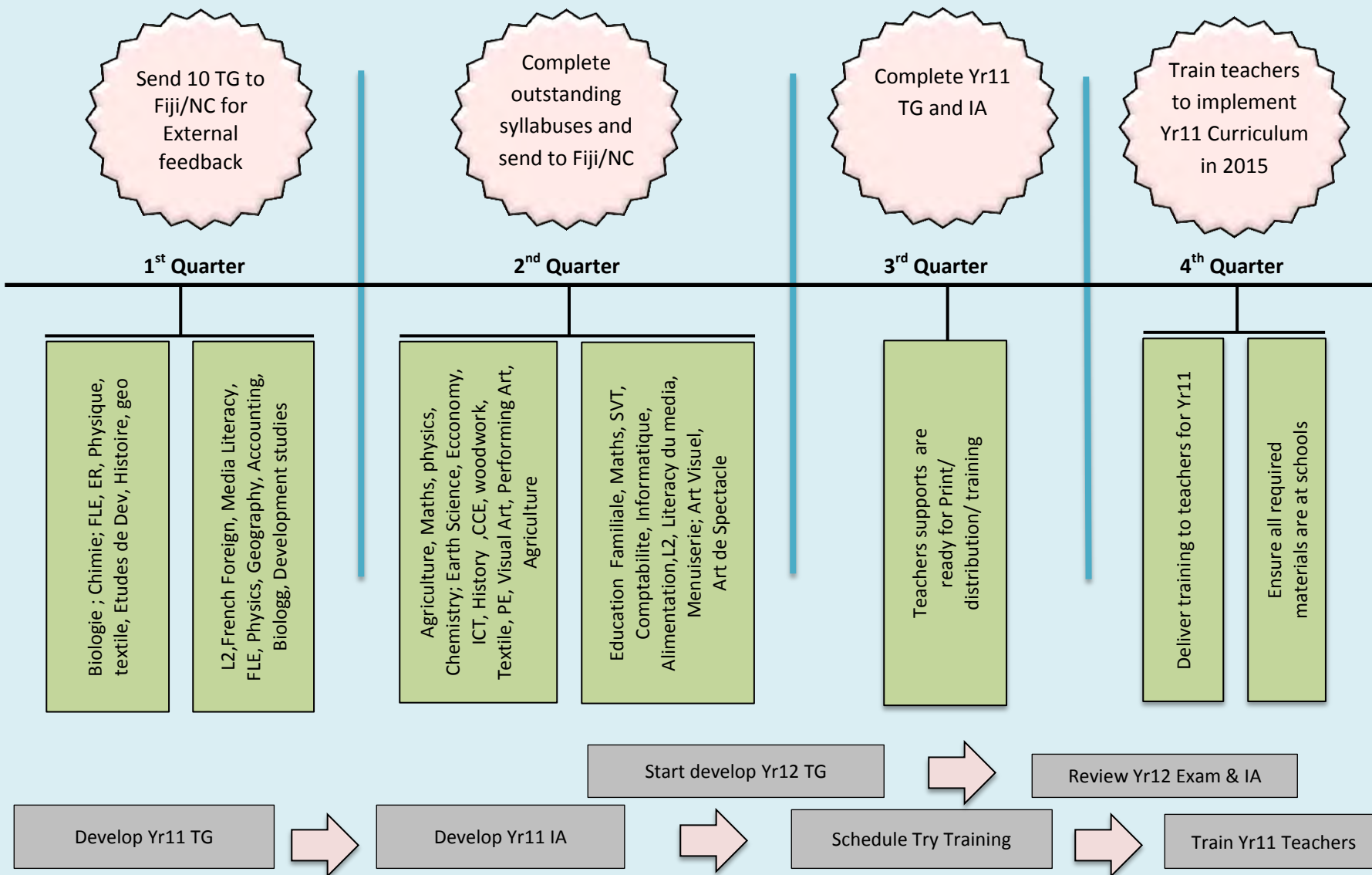
Senior Curriculum Development

French version



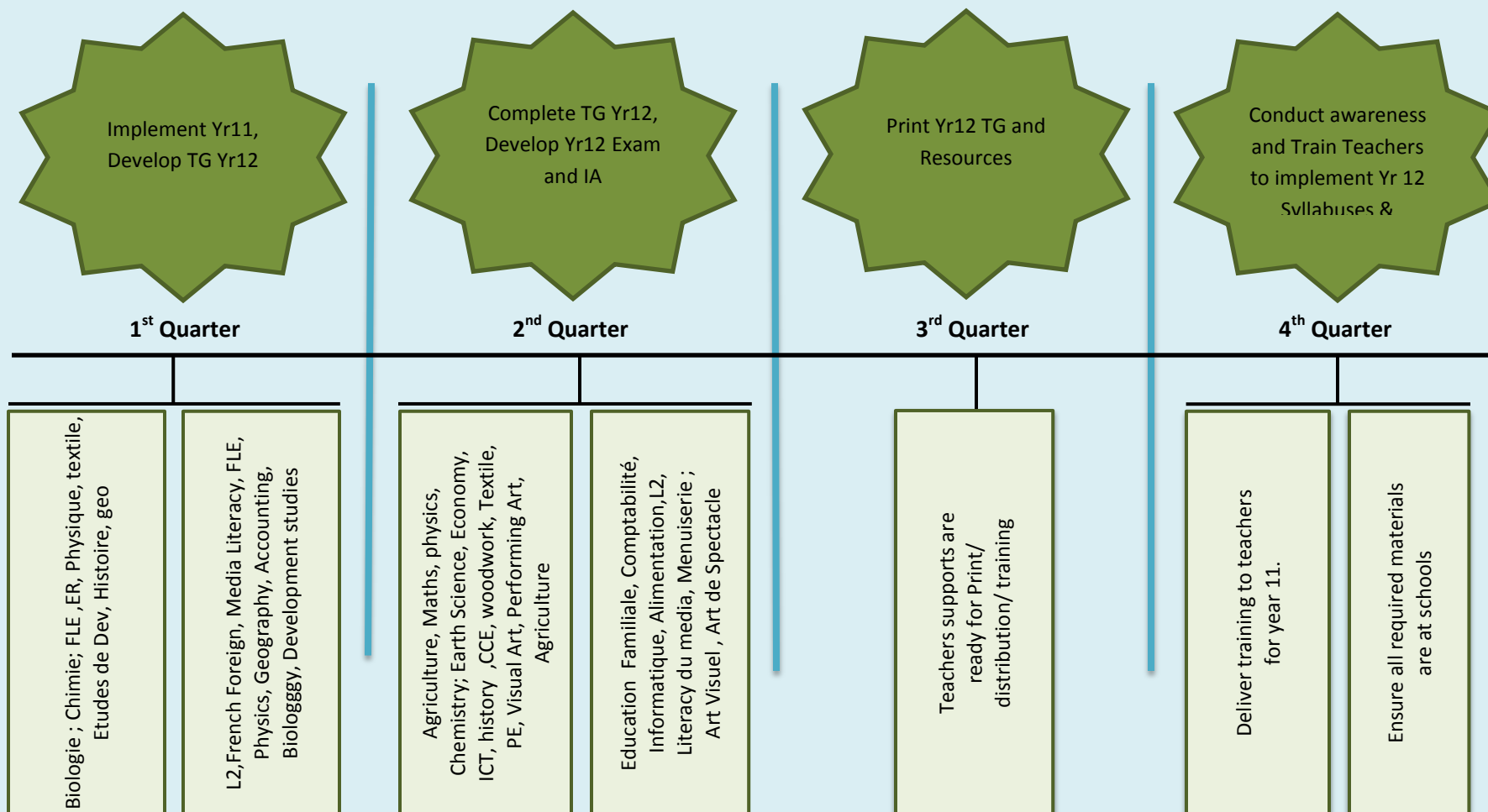
2014

Senior Curriculum Mapping



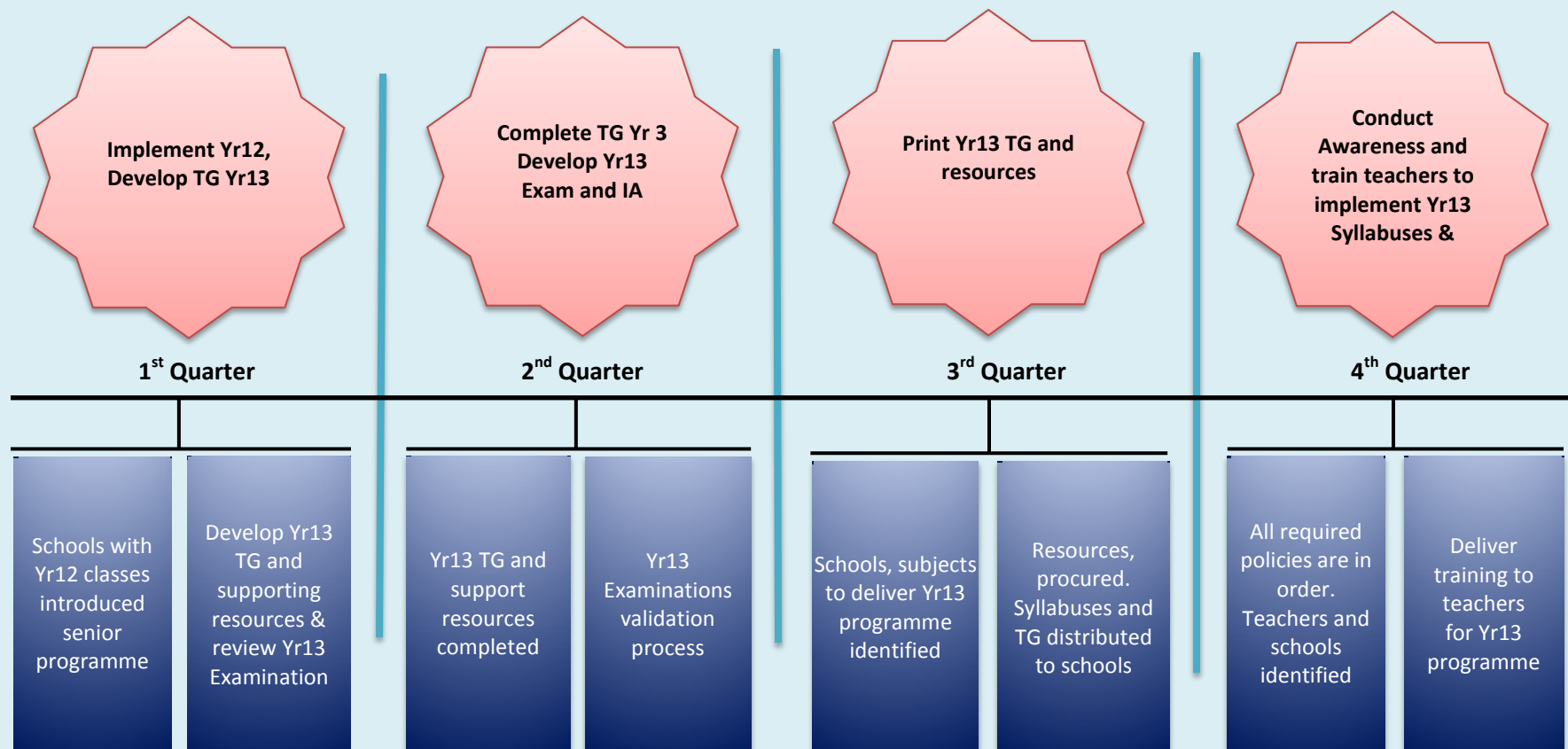
Senior Curriculum Mapping

2015



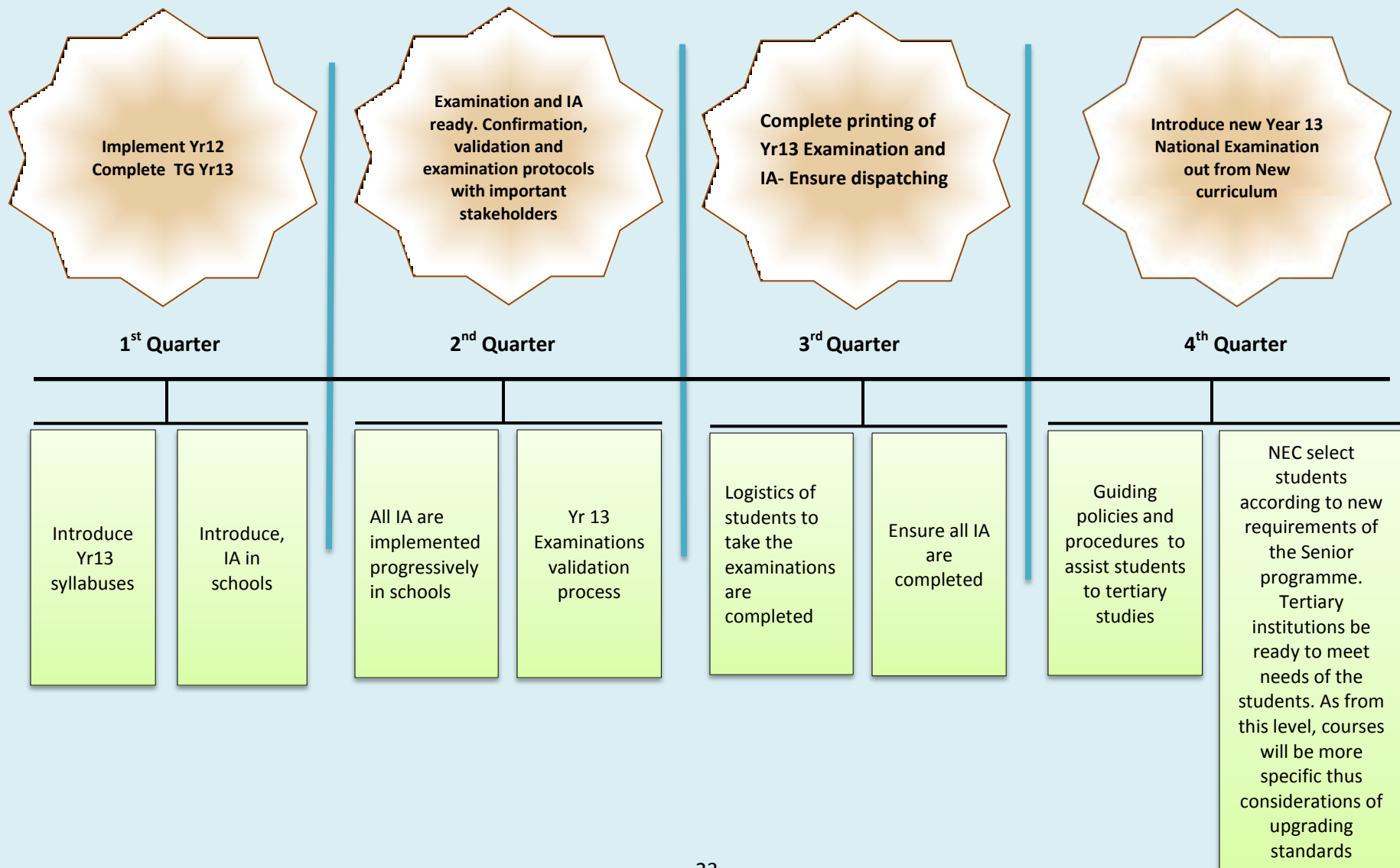
2016

Senior Curriculum Mapping



Senior Curriculum Mapping

2017



Junior Secondary School Curriculum, Year 7-10

Rationale

The students in JSS level are the most affected cohort of school population of the education system in Vanuatu who drop out from two exits points in year 8 and year 10. This high portion of students pushed out of the school explains the examination oriented system which Vanuatu adopts since 1980. Over 50 thousands children are victims of this policy and as results, many young parents are lacking good basic literacy and numeracy skills thus the training to build the skilled work force for this country is not well addressed. For these reasons, the new curriculum design advocate to promote the potentials of all students. With the understanding and knowledge about Vanuatu context, students who leave year 8 are age of 14 and 15 years and return to their community and mostly inactive to the development. This scenario continues during 30 years until 2010, the ministry of Education decides to reform the National Curriculum in order to empower students in this particular year level to meet vocational requirements after leaving the school. However, the system will continue to improve and year 8 examination will change functions and basic education will go up to year 10 one day when the governments' economic growth is stable and strong.



Year 7 students from Uripiv

The above two aspects will happen but the content of the JSS needs great considerations in the following:

- That the standards are built on and well connected to primary curriculum and to the senior curriculum, year 11.
- That the curriculum content for JSS empower students to continue study in upper level
- That from JSS level, its curriculum must prepare students to be self-reliant after leaving the Year 10.

Introduction

The Junior Secondary School Curriculum

There are 15 subjects in JSS School and it does not mean that students will have all the subjects, number of subjects will be limited to a maximum 10. Some JSS will offer parallel system, means; some TVET subjects will be included in the school course content on the Director General of Education decision. The amount of the subjects to consider according to the weighting and requirements by the accreditations of subjects in the General academic studies and the TVET stream. With current decision of the government to relocate the Youth department to the MOE, this will better assist the curriculum developers to realign the curriculum content with the TVET in schools Unit and the VNTC to march the Vanuatu National Curriculum requirements with the supports of the vocational and Training Institutions. The current curriculum review for JSS is at the stage of determining the relevant content that connects the primary and senior level. This exercise is crucial during this reform to consider factors that affects the educational opportunities of students.

At this level, when the curriculum is not well organized, students are vulnerable to the actual social growing social problems (Health, crime, poverty...). The new curriculum directions intend to promote all elites to enhance the economy of the country. According to the planning, the implementation of JSS is scheduled for 2016 to first introduce the year 7 curriculum.

Important features of the JSS Curriculum Reform

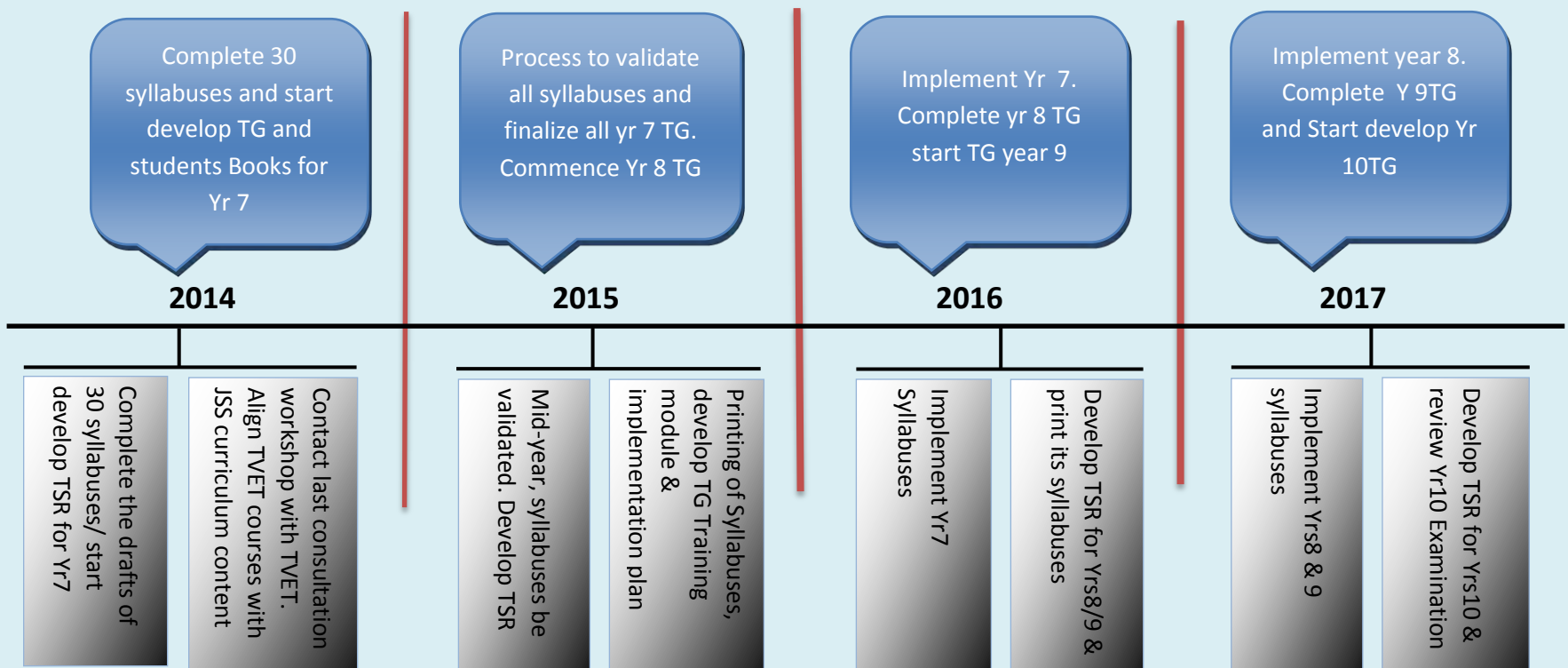
The JSS is the last cycle of the curriculum that is on progress of review. The writers must be guided to perfectly connect the year 6 to year 7 and 10 to 11 and make sure the courses are built on to these level and that those of prerequisites for other subjects in the next level are seriously considered. Vanuatu is on the way to grow its curriculum that respects our concepts, philosophy, traditional, cultural and believes. While developing the curriculum, writers are to be guided and are to be mindful that this curriculum will assist students at the end of their studies either to continue in general academic stream or to TVET or go back to community. In most education system in the region and international scale, junior cycle, the distinction of academic and TVET orientated students is evident.

The challenge is how best, the system is managed to be more responsive to their needs and to empower them enter market employment and be economically active. From this fact, the CDU invests a lot of thoughts to design the curriculum of this level and it will lead to harmonize the curriculum of all TVET and vocational institutions offering JSS standards as well as senior level to higher specialization. Refer to senior curriculum Rationale.

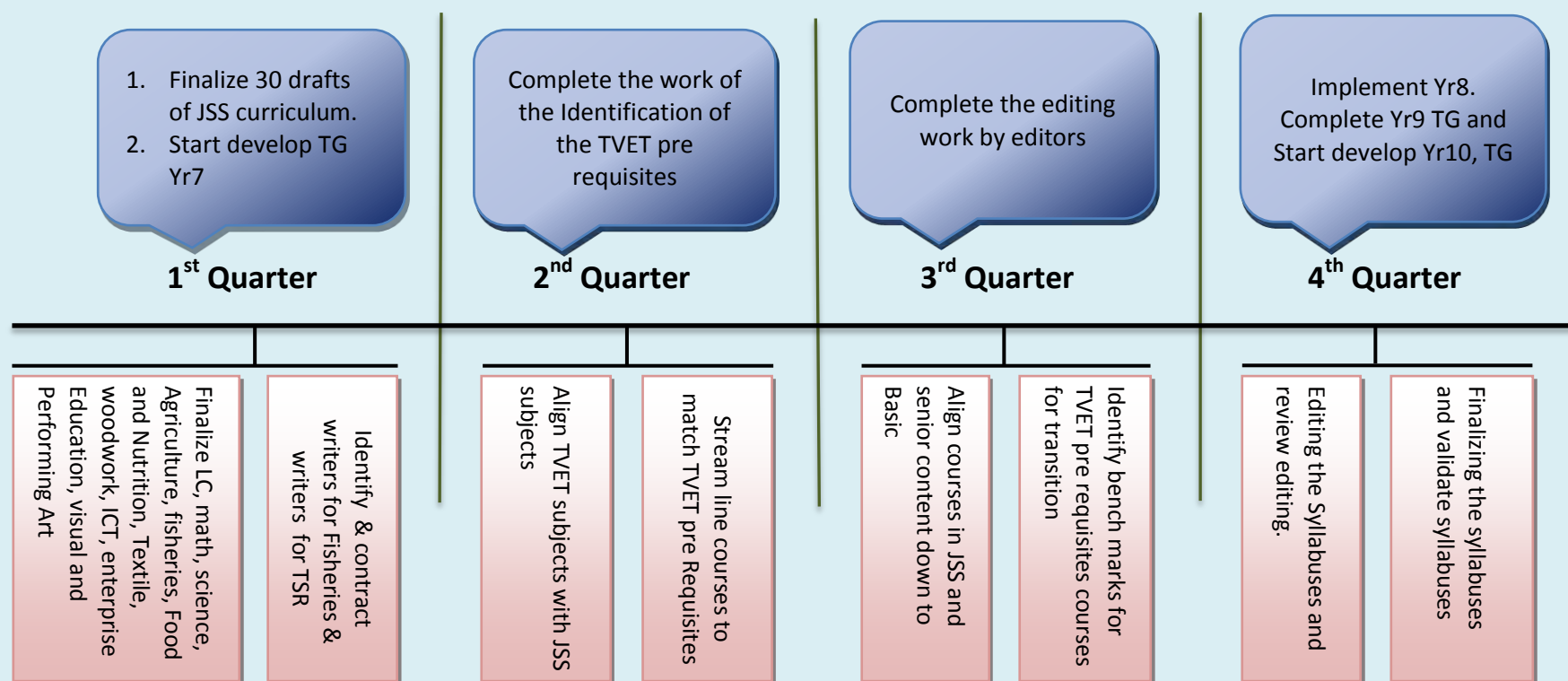
The National Examination and Evaluation in JSS

The Year 8 Examination will be reviewed once the National curriculum is completed according to schedule. The functions of this examination may be changed for the best interest of the students and the system. The Year 10 national examination will be also reviewed. This exist point of the system will pass out the students whether to go to year 11 or to TVET schools or to return to the community with required skills to be independent and make a leaving and contribute to the economic activity in the country.

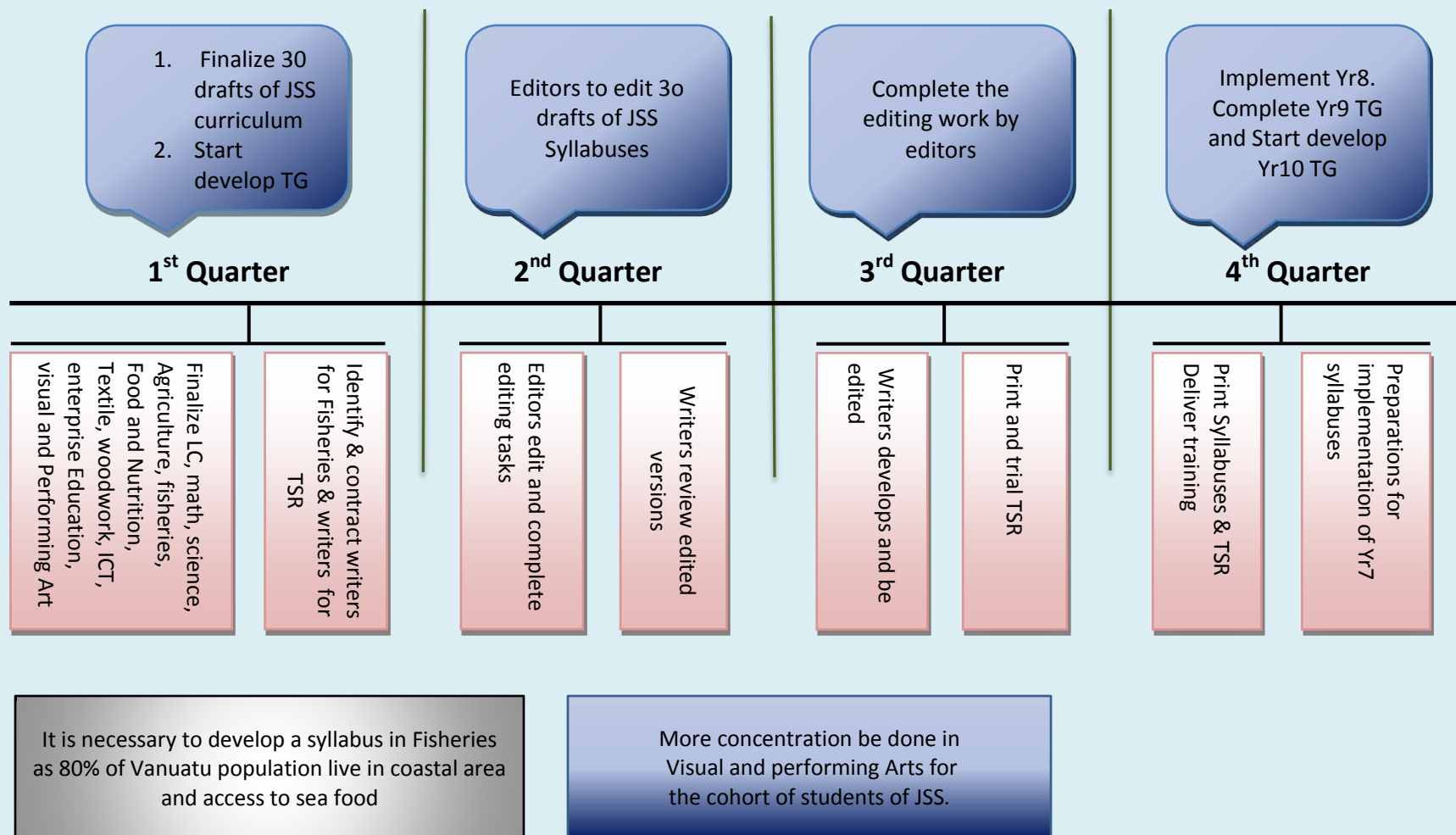
Junior Secondary Curriculum Development, Year 7-10



Junior Secondary Curriculum Mapping

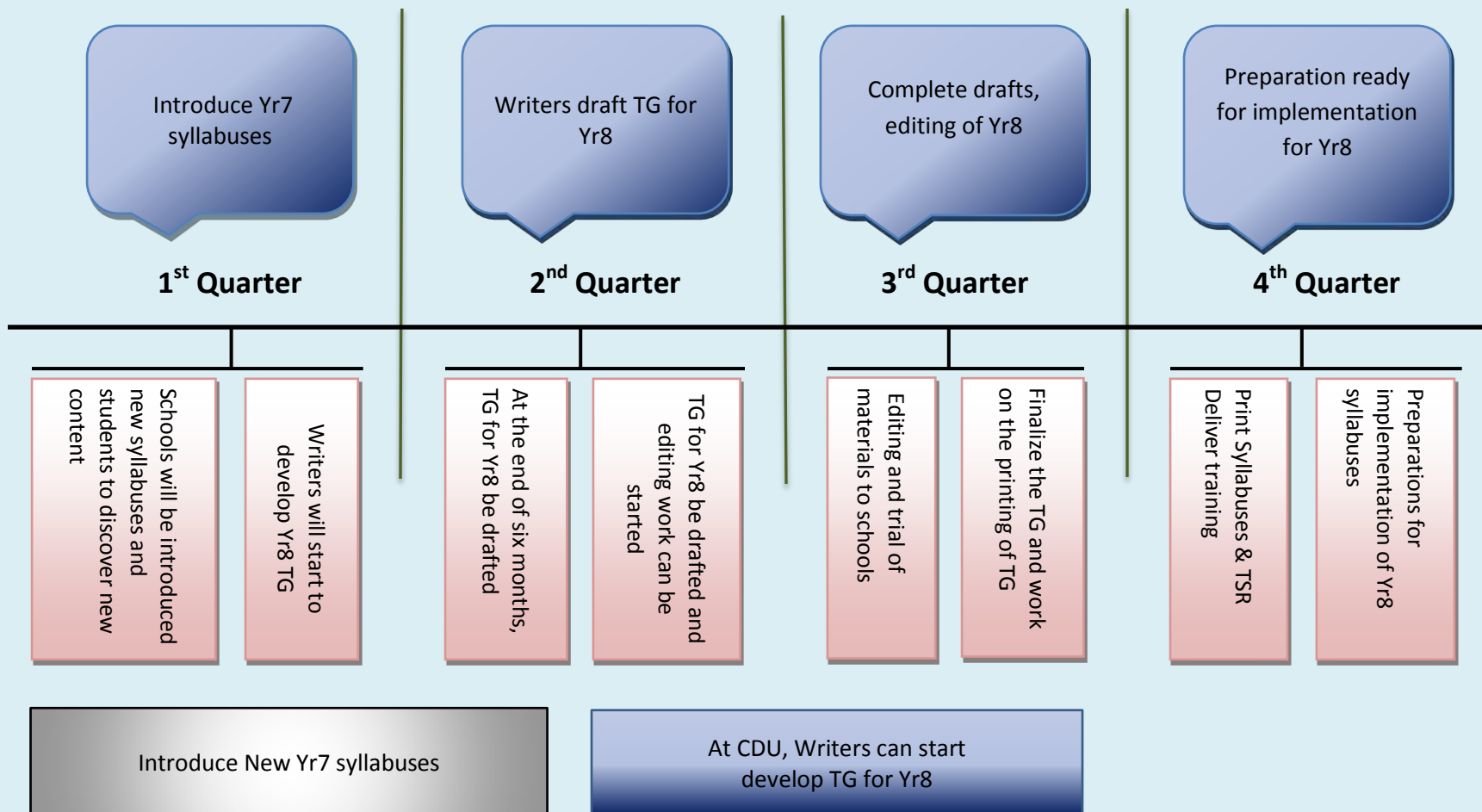


Junior Secondary Curriculum Mapping



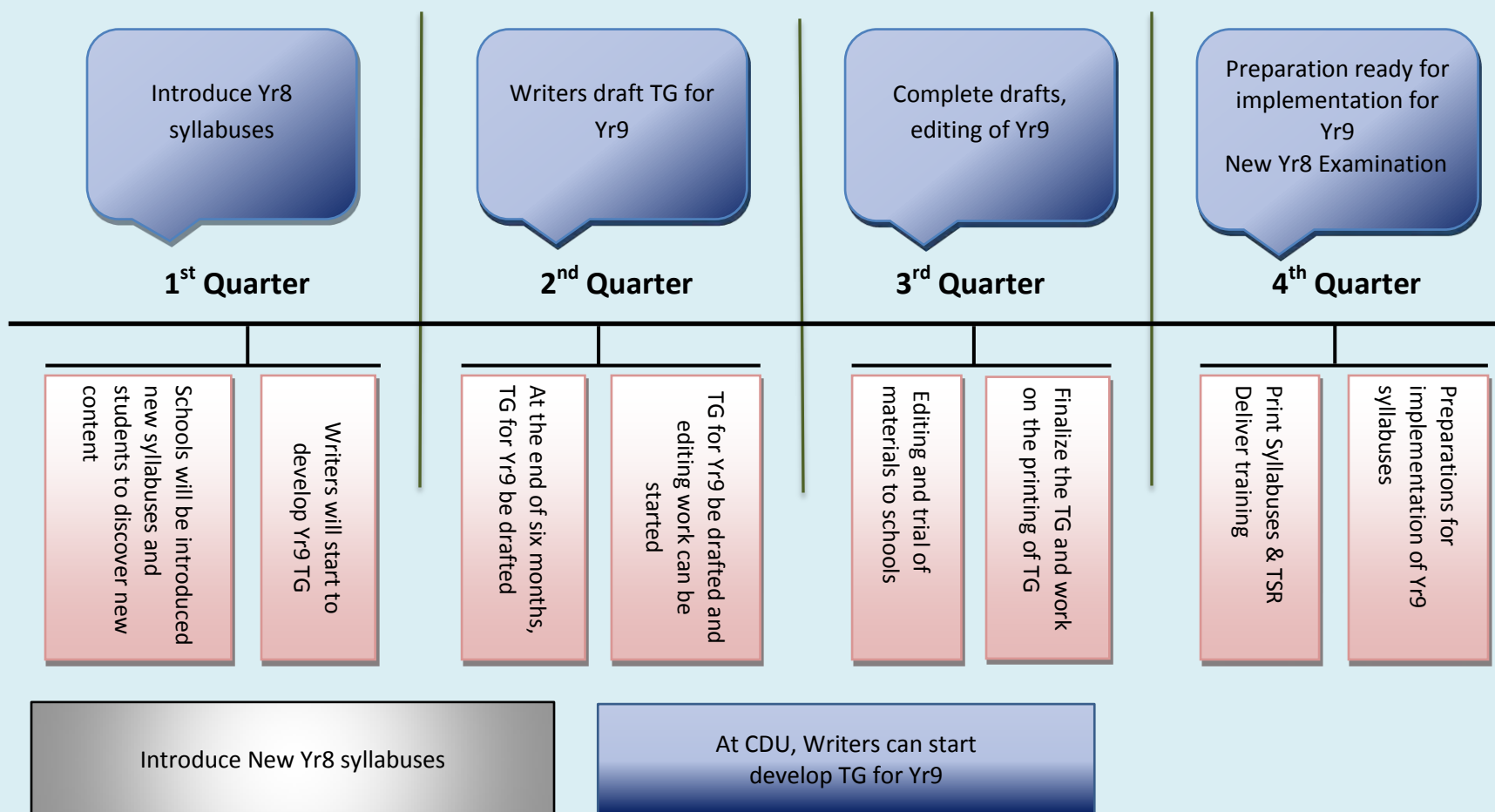
2016

Junior Secondary Curriculum Mapping



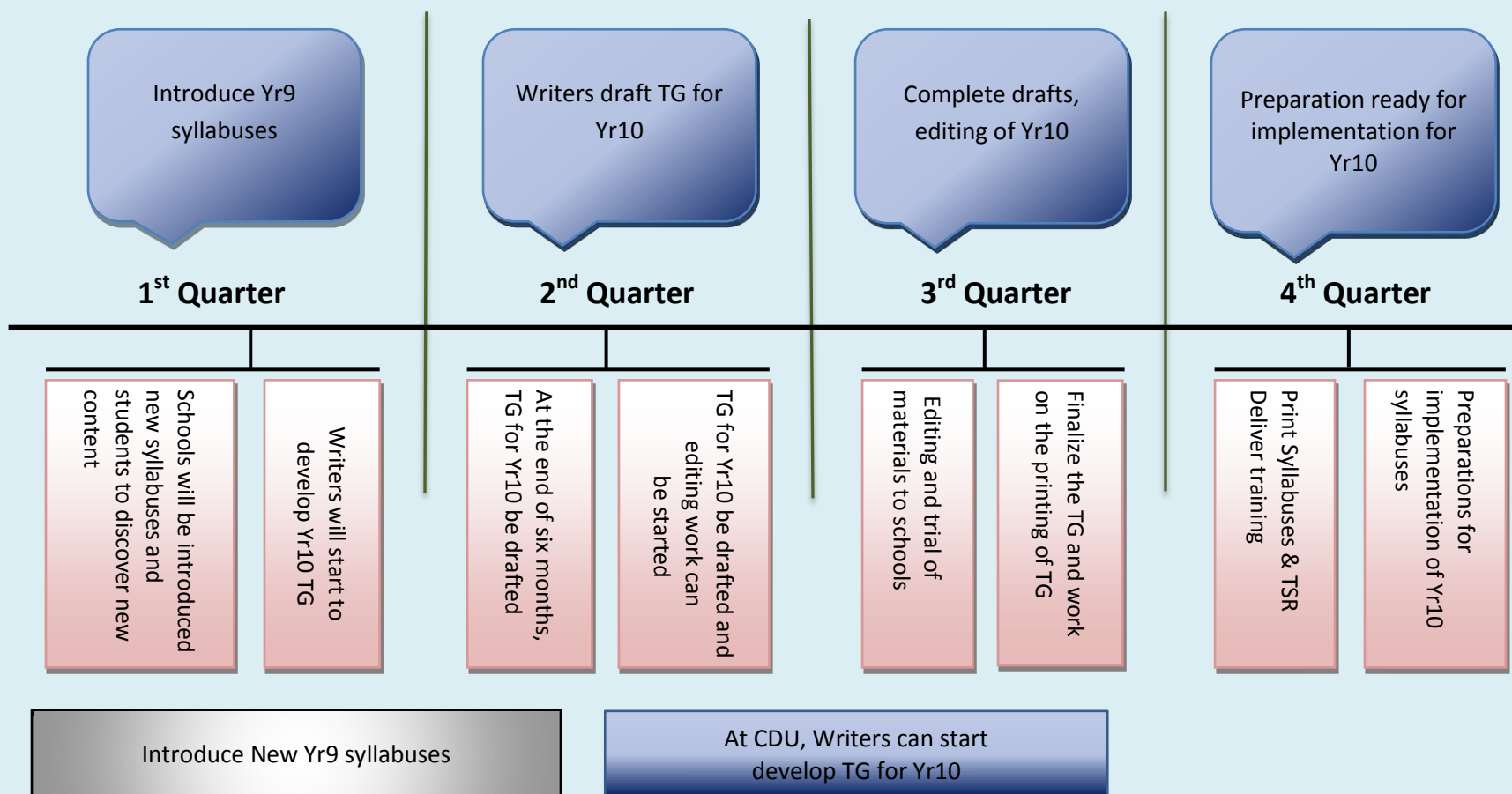
2017

Junior Secondary Curriculum Mapping

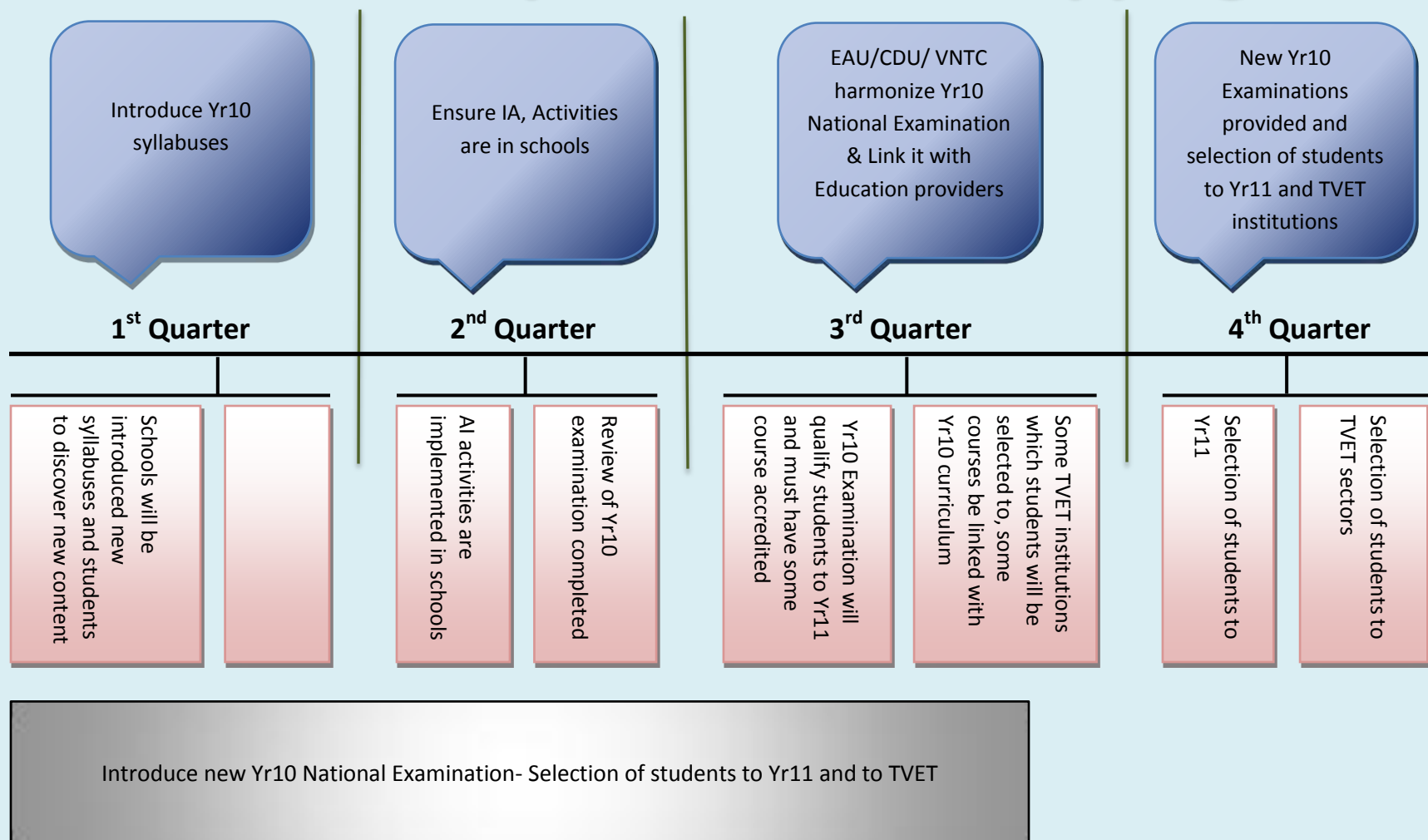


2018

Junior Secondary Curriculum Mapping



Junior Secondary Curriculum Mapping



For more details on the progress and queries, the officers bellow may in assistance about the development on tel: 23508

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According to the above planning, CDU officers and other support services within the MOE will refer to the schedule that outline the sequence of development and implementation of the curriculum from year 1- 13. This Document sets the master plan and the eventual planning for the coming years will consider to make details operational planning.

Curriculum Development Unit, December 2012

