

Project Name Vanuatu-Second Education Project@

Region East Asia and Pacific Region

Sector EP - Primary Education;
ES - Secondary Education

Project ID VUPE4823

Borrower(s) Republic Of Vanuatu

Implementing Agency
Ministry Of Education, Youth And Sport
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Environment Category C

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1. Country and Sector Background

Independent since 1980 from joint British and French colonial administration, Vanuatu's 190,000 people live in the South Pacific archipelago previously known as the New Hebrides. The country derives most of its income from agriculture (both export and subsistence) and tourism. An inherited dual-lingual education system directed mainly at preparing young people for further education and formal employment has become irrelevant to the needs of the people who speak over 100 Melanesian languages, who cherish their traditional island way of life, and who will be unable, for the most part, to find employment in the formal sector. The inherited education system also promoted an education model which, as it was expanded, proved an increasingly unsustainable burden on the Government budget. With IDA support, the Government developed a National Education Master Plan which would reform the system to provide culturally relevant and fiscally affordable basic education to all ni-Vanuatu children. This Plan would be refined and further developed under the proposed project. Vanuatu places a high value on schooling, but certain elements of the current education system are: (a) inadequate, because there are not enough student places after primary year 6; (b) costly and inefficient, because of high rates of repetition and dropout, because children are not learning adequately for the costs incurred, and because it takes 13-14 years to produce a student ready for higher education; (c) inequitable, because there are widespread regional, urban-rural, and social differences in education provision; and (d) urban- and formal-sector oriented and therefore irrelevant, because many among the educated cannot find employment in the very small formal economy and therefore most school leavers need to make their lives in their rural

villages, an environment for which the school system has not prepared them and from which it has in fact alienated them. There are also widespread perceptions that the country's language policy in education needs to be changed, that new partnerships need to be forged to expand the resource base and improve delivery, and that education planning needs to be strengthened. The education system is being subjected to increasing resource constraints at the same time as greater demands are being placed on it.

2. Objectives

The objective of the proposed Learning and Innovation Credit (LIC) is to identify an efficient, replicable, and sustainable model for the provision of instruction in vernacular languages and in English and French, in rural areas of Vanuatu. Specifically, the project would pilot-test whether Vanuatu can effectively deliver a package of innovations intended to help the country move toward its objective of Education for All, defined as formal basic education of good quality through year 8. The innovations to be piloted under the project are expected to: (i) increase access, (ii) improve quality, (iii) enhance children's learning processes and therefore make them better prepared either to pursue further education or to continue learning informally throughout life, (iv) provide education of greater relevance, (v) empower people through the conservation of their unique languages, cultures, and identities, (vi) enhance social cohesion and increase respect for diversity, and (vii) develop and enhance partnerships among the key stakeholders, including the Government, the churches and other nongovernmental organizations (NGOs), parents, communities, and donors. Implemented successfully, the LIC is expected to lead to a series of follow-on Adaptable Program Credits which would generalize the successful innovations throughout the country. The key innovations to be tested in pilot schools under the project would be: (i) use of indigenous languages in preschool education of two years and in year 1, (ii) teaching of science and social studies in indigenous languages in years 2-6, (iii) provision of terminal lower junior secondary education (years 7-8) in Community Secondary Day Schools for those unable to attend Junior Secondary Schools (years 7-10), (iv) teaching of Bislama (the national lingua franca) as a subject in years 7 and 8, (v) greater parent and community involvement in provision of facilities, in decisions concerning the school, and specific content of education, and (vi) greater involvement of churches and other NGOs in the provision of education and development of learning materials.

3. Rationale for Bank's Involvement

IDA Credit 1964-VAN provided assistance toward expanding access through school construction, enhancing quality through curriculum development, teacher training, and textbook production, and improving management through the provision of equipment and technical assistance. The Government requested further support to the education sector, for school construction, development and provision of textbooks, teacher training, and institutional strengthening. It sought IDA's advice on how its existing education system might be modified and reformed to address the sector's issues. IDA is viewed as the best donor for this operation because of its ability to bring international expertise and experience to bear on education issues, its objectivity, and its long experience working with Vanuatu in the education sector.

4. Description

The proposed project would pilot the cost-effectiveness of delivering basic education through community participation (annual consultations, community works) and partnerships with NGOs (preschool education, language research and development of educational materials). Component 1: To enable MEYS to replicate the pilot in other communities, the proposed project would strengthen education and management capacity at the central level (curriculum development, teacher training, sector and project management). Component 2: To improve quality at the school level, the proposed project would provide small grants to support good practices in school, improve the physical environment of the school, and provide adequate equipment and learning materials.

5. Financing

Total (US\$m)

IDA 3.50

Total Project Cost 3.75

6. Implementation

Executing agencies. Technical project implementation will be handled by Ministry of Education, Youth & Sports (MEYS), while financial administration will be handled by the Ministry of Finance and Economic Development (MOF). Policy management. The Ministry of Education, Youth & Sports (MEYS) will be the responsible agency for project management. Policy guidance to the project will be provided by a Project Steering Committee chaired by the MEYS Director General with members from the Department of Economic & Social Development (of the Ministry of Finance & Economic Development) and the Department of Strategic Management (of the Ministry of Infrastructure). Project management. In the Office of the Director General, the project will be managed by the Director, Policy & Planning Service who will be designated Project Director (PD). The PD will be supported by a Project Coordinator (PC) responsible for day-to-day administration. Operational guidance will be provided by a Project Development Team chaired by the Director, Policy & Planning Service with members from the Division of School Education Programs (MEYS), Division of Administrative Services (MEYS), and the Directorate of Catholic Education (NGO). Staff services will be provided by the Policy & Planning Service (which successfully managed PASEP, the first primary and secondary education project financed by IDA Credit 1964-VAN.)

7. Sustainability

(No discussion of sustainability is required of this learning and innovation operation.)

8. Lessons learned from past operations in the country/sector

From IDA's experience in Vanuatu and from other education lending in Melanesia, notably in Papua New Guinea and the Solomon Islands, lessons in mounting systemic reform have shown that for such an operation to succeed, the following must be achieved: (i) ownership by principal beneficiaries, in this project, the village communities, including parents; (ii) participation of key stakeholders in civil society, including traditional village leaders, churches, and political parties; (iii) partnership between the Government and the private sector, principally NGOs; (iv) continuing dialogue and consensus-building among political leaders and groups; and (v) coordinated donor support.

9. Program of Targeted Intervention (PTI) N
10. Environment Aspects (including any public consultation)
 Issues : (Not applicable)
11. Contact Point:

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Note: This is information on an evolving project. Certain components may not be necessarily included in the final project.

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