

Reshaping language policy in Vanuatu education: complexity, challenges and chances

1. Robert Early (USP): *The state of play in educational language planning in several multilingual polities*
2. Helen Tamtam (MOET, Curriculum Unit): *Relief and acceptance: Initial response and feedback from stakeholders to the new language policy*
3. Fiona Willans (USP): *Corpus development of Bislama for Anglophone and Francophone education: Bae yumi yusum blakbod o tablo?*
4. Christelle Thieffry (DFAT, Australian High Commission): *A donor perspective on literacy: Investment in education as a poverty reduction strategy*
5. Charley Robert (MOET, Curriculum Unit): *Reshaping language policy in Vanuatu education: Where are we now?*

Paper 1

*The state of play in education language
planning in multi-lingual polities*

Robert Early
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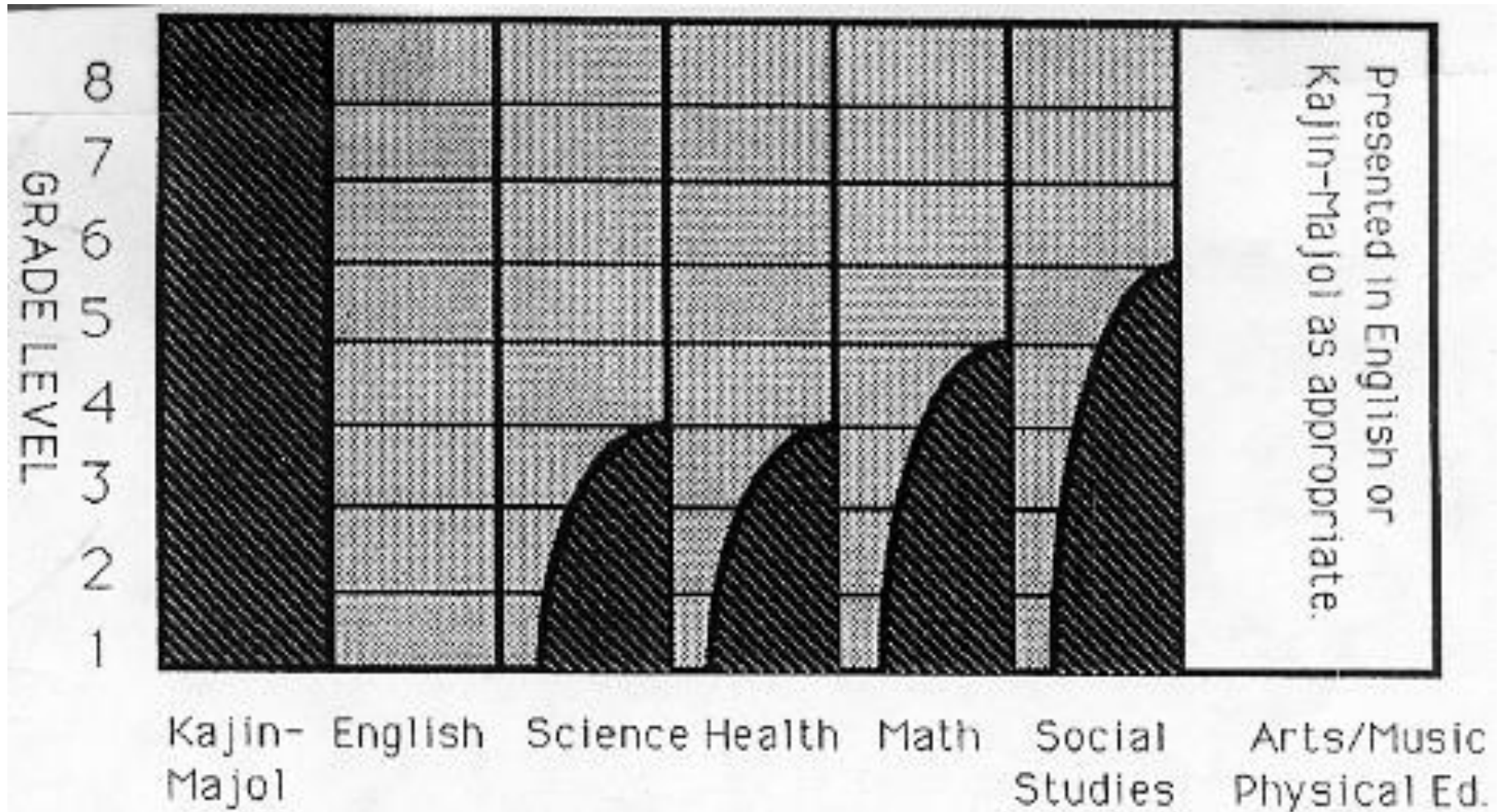
Language Policy for Education: Samoa

Year	Content subjects		Sāmoan (hrs/week)	English (hrs/week)
1	100	0	7.5	1.5 oral (Term 3)
2	100	0	7.5	1.5 oral
3	80	20	5	5
4	70	30	5	5
5	60	40	5	5
6	50	50	5	5
7	50	50	5	5
8	50	50	5	5
9	50	50	4	4
10	50	50	4	4
11	50	50	4	4
12	50	50	4	4
13	50	50	4	4

SĀMOAN
MoI

ENGLISH
MoI

Language Policy for Education: Marshall Is (former)



Language Policy for Education: Marshall Islands

Grade	English Language Arts (hrs/week)	Kajin Aelōñ Kein Language Arts (hrs/week)	Other School Subjects				
12	5	5	SOCIAL STUDIES	HEALTH	PE/ ART	MATH	SCIENCES
11	5	5					
10	5	5					
9	5	5					
8	7.5	7.5					
7	7.5	7.5					
6	7.5	7.5	Kajin Aelōñ Kein as LOI Including outcomes for English use				
5	7.5	7.5					
4	7.5	7.5					
3	7.5	7.5	Kajin Aelōñ Kein as LOI Math, Science, Health, Social Studies, PE, Art, Project-based learning				
2	7.5	7.5					
1	7.5	7.5					
K	7.5	7.5					

Paper 2

Relief and acceptance: Initial response and feedback to the new language policy

Helen Tamtam

Vanuatu Ministry of Education & Training,
Curriculum Unit

The National Awareness 2015

- VESP – CDU/SBM/ZCAs
- Awareness content with evidenced based:
- New Curriculum Reform
- The Language Policy endorsed in 2012
- Revised Assessment Policy
- And Literacy and Numeracy kits

Feedbacks

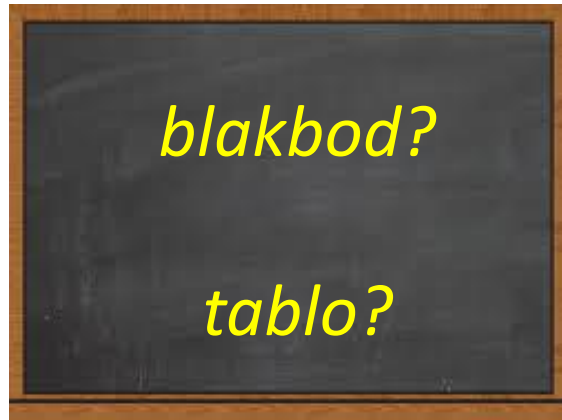
- The feedbacks were very positive generally:
 - Teachers were emotional
 - A relief because Bislama or vernacular were prohibited earlier
 - Role of L1 in learning (year 1-8)
 - Parents requested children to remain in year 1 in 2015
 - Tangoa – children who attended vernacular could be accepted in the formal system

Questions still being asked

- Vanuatu evidence is required?
- There should be pilot schools?
- Will this work?
- Bislama might affect other languages
- Bislama might impact on English and French learning
- Bislama not a standardized language

Paper 3

Corpus development of Bislama for
Anglophone and Francophone education:



Bae yumi yusum blakbod o tablo?

Fiona Willans

University of the South Pacific

Some terminology that has been used in Bislama materials (direct transliterations)

- kurikulum (curriculum)
- aotkam beis (outcome-based)
- studen senta (student-centred)
- asesment (assessment)
- lening aktiviti (learning activity)
- literasi/litrasi (literacy)
- ki freis (key phrase)
- silabol (syllable)

The way Bislama is used to talk about Anglophone and Francophone education

- “Long evri **matière**, yumi ol **professeur** yumi mas tingbaot ol **contrôle** long en blong yia. ... Mi traem bes blong mi blong mi raetem ol **vocabulaire** we oli nidim long **tableau**.”
- “Long evri **subject**, yumi ol **teacher** yumi mas tingbaot ol **test** long en blong yia. ... Mi traem bes blong mi blong mi raetem ol **vocabulary** we oli nidim long **blackboard**.”
- (In every **subject**, we **teachers** must think about the **tests** at the end of the year. I try my best to write the **vocabulary** that they will need on the **blackboard**.)

Options for corpus development

- New ‘naturalised’ Bislama terms that derive from English or French (but, if so, *test* or *kontrol*?)
- New ‘naturalised’ Bislama pairs (*test* and *kontrol*, c.f. US/UK English: *faucet/tap*, *pants/trousers*)
- Borrowings without naturalisation (*test* and *contrôle*)
- Coinage or extension of new Bislama terms that may not be cognates with the English or French terms for this concept (*e.g. skelem? jekem save?*)

Paper 4

A donor perspective:

Investment in education as a poverty reduction strategy

Christelle Thieffry

DFAT, Australian High Commission

Strategy for Australia's aid investment in education 2015-2020

- Education is a priority sector - *Australian aid: promoting prosperity, reducing poverty, enhancing stability*
- A new education strategy released on September 8, 2015
- Effective education systems can contribute directly to poverty reduction, economic growth and stability
- Getting the foundations right & Learning for All

Australia – New-Zealand - Vanuatu Partnership

- Vanuatu Education Support Action Plan (VESAP) 2008- 2011 Vanuatu
- Education Road Map (VERM) 2010 -2013
- Vanuatu Education Support Program (VESP)



VESP

Challenges

- Language can be a barrier to literacy
- Teacher's training
- Community's support
- Reading material available

Response

- Implementation of the national education language policy
- Strong support to in-service training and pre-service training
- School based management, awareness to the communities
- Development of material in Bislama & languages

Paper 5

Reshaping language policy in Vanuatu:

Where are we now?

Charley Robert

Vanuatu Ministry of Education & Training,
Curriculum Unit

Shaping Language policy in Vanuatu

To where we are at the moment with the Education Language Policy is a major break through for Vanuatu Education System.

- It took a century for Vanuatu to allow teaching vernacular in the classrooms.
- 74 years of colonial administrations in the New Hebrides with teaching in French and English
- 34 years of dual education system (1980-2014)
Chronicle
- 1990, existence of Education Master plan
- 1990s first pilot to teach in vernacular in some schools in Vanuatu.
- The project failed for various reasons
- 1997 , the Vanuatu Government applied a Comprehensive Reform program (CRP) in its public administration with world Bank
- Rethinking Vanuatu Education.
- 2001, the new Education Act eradicated

MOET Corporate Plans – 2005- 2017

Order of MOET corporate plans in which the determination to address the quality driven system, the fullness ,controlled and owned national curriculum content. The content that embraces our cultural, traditional values and reflect the national aspirations in the national constitution.

2006 CRP summits

2007 Education Summit

2005 Vanuatu Education Sector Strategy (VESS)

3 mains strategic goals: Access- Quality- Management

2009 Vanuatu Education Support Action plan (VESAP)

3 mains strategic goals: Access- Quality- Management

2013 Vanuatu Education Road Map (VERM)

3 mains strategic goals: Access- Quality- Management

2014 -2017 Vanuatu Education Support Plan (VESP)

3 mains strategic goals: Access- Quality- Management

What process has Vanuatu used?

- Bottom up approach-2009, wider consultations of 800 people selected from all socio background participating in the national forum to discuss the content of the national curriculum.
- The proposals are present for the framework of the national curriculum to the participants. The results of their deliberations were captured and a tally of proposals were recorded and decisions were made to help design the curriculum statement and its components.
- As a result of this forum, the framework was developed
- The draft was taken back to the second Forum with the same people for comments and improvement
- Out from 29 versions, the document reached its final version and approved by the NEC and COM.

Education language policy development

- 2010, a task force assigned by the MOET to contact other consultations through the six provinces to get peoples' views about the introduction of Mother tongue in early years of the school system.
- The data collected, helped the CDU drafting the policy on Minister decision.
- The policy is approved by the NEC and COM .

Where we are at the moment?

- The VNCS, the ELP, the reporting and assessment policies informed the current curriculum review.
- The primary syllabuses are developed and completed from year 1-6 and designed according to OBE model thus respects prior learning of the students.
- The development of year 1 teachers support materials processed in sequences.

CDU pursue the development of materials in mother tongue for early grades

- Language and Communication for year 1 Teacher Guide and Support be implemented 2016.
- Year ½ Maths TG be implemented 2016
- Year ½ Living in Our community be implemented in 2016
- Year 1 /2 Science TG be implemented in 2018
- The above TG and support resources are developed in Bislama and later next will be available in 46 mother tongues according to the ELP.

Way forward.

- However , this is a major change in the Vanuatu education system which will help enhance literacy and numeracy development.
- We are now at the point of thinking and anticipating on the next steps are how effective the transition to L2 will be explicitly connected for classroom practitioners, teacher Education Centre and Teachers in service unit to allow smooth transition .

tank yu tumas.