

République de Vanuatu
Republic of Vanuatu
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**NASONAL YUNIVESITI
BLONG VANUATU**
**NATIONAL UNIVERSITY
OF VANUATU**
**UNIVERSITÉ NATIONALE
DE VANUATU**

TAMTAM catalyzing student involvement and education

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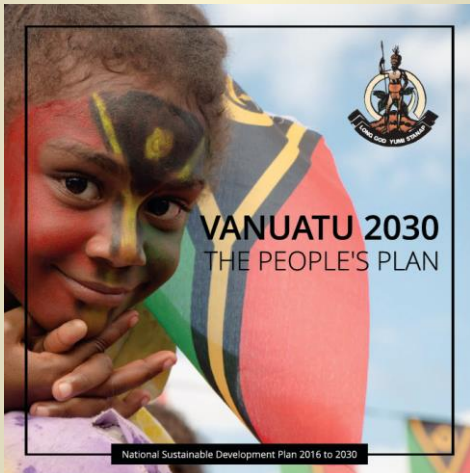
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ICG/PTWS SCIENTIFIC MEETING OF EXPERTS- 14 MAY 2024

The National University of Vanuatu

FRAMEWORK



❖ Sustainable Development Goal 4, Target 3

“By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”

❖ National Sustainable Development Plan – Vanuatu 2030: The People’s Plan

- ❑ **Society Pillar (SOC)** directly relates to education and training policy objectives
 - **SOC 2:** « *An inclusive, equitable and quality education system with life-long learning for all* »
 - Objective 2.4 :** « *Increase Higher education opportunities, including technical and vocational training* »
- ❑ **Environment Pillar (ENV)** «... *enhance resilience and adaptive capacity to climate change and natural disasters* »
 - **Objective 3.1:** « *Institutionalise climate change and disaster risk governance, and build institutional capacity and awareness* »



The National University of Vanuatu

BRIEF HISTORY OF NUV BUILD-UP

- ❖ **2011:** First feasibility study to offer university courses in Port Vila
- ❖ **2013:** First 3 year's degree program in *Economic & Social Administration* offered by the University of Toulouse Capitole
- ❖ **2016:** First **COM decision** to direct MoET to develop a full proposal to establish the **National University of Vanuatu (NUV)**
- ❖ **2017-2018:** New partnerships with the opening a *Bachelor degree in Tourism & Hospitality* with UNC and Taylor's University (Malaysia)
- ❖ **2019:** Adoption of the **Act n°34** establishing the **NUV**
- ❖ **2020:** Inaugural ceremony, held on **Saturday 29 February**
- ❖ **March 2021:** Integration by NUV of the **School of Education** (former VITE)
- ❖ **March 2022:** Creation of the **NUV School of Science**



The National University of Vanuatu (*main campus*)

CURRENT BILINGUAL DEGREE PROGRAMS

- ❖ **2013:** *Bachelor of Economic & Social Administration*
 - ❖ **2017:** *Master of Economics & Social Sciences*
 - ❖ **2017:** *Master of Planning & Development of Pacific Territories*
 - ❖ **2018:** *Bachelor of Tourism & Hospitality*
 - ❖ **2019:** *Bachelor of Economic & Social Administration (online)*
 - ❖ **2021:** ***Bachelor of Environmental Sciences***
 - ❖ **2023:** ***Programs in Climate Resilience & Humanitarian Action***
- Total number of enrolled students in 2024: **615**
(including School of Education students @ Kavenu (Malapoa) campus)



Bachelor of Environmental Sciences

CURRENT & FUTURE SoS PROGRAMS

❖ *Bachelor of Environmental Sciences*

- Implemented in 2021 and currently delivered through a partnership with:
 - ❑ The **University of New Caledonia (UNC)**: training institution aiming to answer specific needs of New Caledonia and the Pacific region
 - ❑ **James Cook University (JCU)**: ranked in the top two Australian universities, and the top 30 in the world for **Environmental Sciences** and Ecology.



Bachelor of Environmental Sciences

CURRENT & FUTURE SoS PROGRAMS

- The 3-year program requires completion of **24 subjects** (each worth 13 CP - VQA system)
- Most subjects are taught in intensive **block mode** / online during COVID period
- It addresses objective **ENV 3.1** of the **NSDP (*Vanuatu 2030: The People's Plan*)**
- Graduate students will earn an **internationally recognized** degree from **UNC/JCU**



Bachelor of Environmental Sciences

CURRENT & FUTURE SoS PROGRAMS

Year 1 - Semester 1

- Introduction to biology (UNC)
- Introduction to Chemistry (UNC)
- Introduction to Ecology (UNC)
- Preparatory Mathematics (JCU)

Year 1 - Semester 2

- Environ. Process & Global Change (JCU)
- Evolution of the Earth (JCU)
- Preparatory Physics (JCU)
- Modelling Natural Systems (JCU)

Year 2 - Semester 1

- Introduction to GIS (UNC)
- From Icehouse to Greenhouse (JCU)
- Quantitative Methods in Science (JCU)
- Introduction to Sustainability (JCU)

Year 2 - Semester 2

- Natural Resource Management (JCU)
- Intro. to Environ. Policy & Governance (UNC)
- Surficial Processes (UNC)
- Marine Biogeography (JCU)



Bachelor of Environmental Sciences

CURRENT & FUTURE SoS PROGRAMS

Year 3 - Semester 1

- Human Dimensions of Nature, Environment & Conservation (JCU)
- Environmental Geochemistry (UNC)
- Biodiversity & Climate Change: Impact mitigation & adaption (UNC)
- Coastal, Estuarine & Mangrove Ecosystems (JCU lead with UNC)

Year 3 - Semester 2

- Environmental & Societal Impact Assessment (JCU)
- Natural Hazards (JCU)
- Advanced GIS (JCU)
- Technological Applications in Ecology (JCU)



Climate Resilience & Humanitarian Action (CRHA) Programs

CURRENT & FUTURE SoS PROGRAMS

- ❖ Programs in Climate Resilience & Humanitarian Action
 - implemented in 2023
 - These programs align with the **NSDP SOC Pillar 4 & ENV Pillar 3** and the **NUV 2021-2030 Strategic Plan** (among others)
 - They results from a **feasibility study** commissioned by NUV with the support from the French Embassy in Vanuatu & the Solomon Islands
 - The feasibility study and program design were conducted by **Human Capacity Development International (HCDI)** under the guidance of Dr Astrid Kersten, and were completed in March-April 2022



Climate Resilience & Humanitarian Action (CRHA) Programs

- ❖ A set of **4 courses** provides an introduction in **Climate Resilience & Humanitarian Action** and is used as **core building blocks** for the variety of programs to be offered: a *Diploma*, **three** *Advanced Diploma in Climate Resilience & Humanitarian Action* and **five** *Professional Development Micro-credentials*, (with the possibility later on to pursue into a *Bachelor of Science*)
- ❖ The **Core Courses** include:
 1. Building a Resilient Society
 2. Understanding Climate Change
 3. Humanitarian Action: Structure, Context, and Sectors
 4. Vanuatu & the Pacific: Understanding Politics, Economics and Culture



CRHA Programs

Diploma & Advanced Diploma

❖ The *Diploma* and the *3 Advanced Diplomas* also include the following set of 4 **Academic Skills courses**:

1. Academic Writing & Communication Skills
2. Academic Numeracy: Data & Statistics
3. Academic Research Skills
4. Language: English & French

❖ The 3 options for the *Advanced Diplomas* are as follows:

- a) *Advanced Diploma in Humanitarian Action*
- b) “ “ *in Climate Change & Disaster Risk Reduction*
- c) “ “ *in CRHA Policy & Administration*



CRHA Programs

Diploma & Advanced Diploma

- ❖ The **Core Courses** and **Academic Skills Courses** correspond to the **one-year *Diploma*** program and the **first year** of the ***Advanced Diploma*** programs
- ❖ Each of the **Core Courses** includes an **applied research project**, to emphasize both the important of application and the development of research skills



CRHA Programs

- ❖ Year 2 of the *Advanced Diploma* programs will consist of **4 specific courses** corresponding to each of the **3 specializations** plus another set of **3 courses (3 parts)** on Managing CRHA Projects & Programs:
 - 1- Planning, Design, Monitoring & Evaluation
 - 2- Administration, People Management, Logistics
 - 3- Finance & Funding
- ❖ The last component of Year 2 will consist of either an **Applied Research Project** or an **Internship in CRHA Policy & Administration**



CRHA Programs

Professional Development Micro-Credentials

- ❖ The concept of **micro-credential** is quite recent and corresponds to formal education offerings that are designed to open up professional and/or lifelong learning opportunities:
 - ▶ The **European Consortium of Innovative Universities (ECIU)**: A micro-credential is a “*certification of learning that can accumulate into a larger credential or degree, be part of a portfolio that demonstrates individuals’ proof of learning, or have a value in itself.*”
- ❖ The **Professional Development Micro Credentials (PDMC)** for the **CRHA program** consist of sets of **3 to 5 courses** that can be taken as stand-alone, short programs, designed specifically for working professionals
- ❖ **Five options** will be proposed and their **course** components are presented in the next slides...



Professional Development Micro-Credentials

OPTION 1

❖ Climate Resilience & Humanitarian Action

1. Building a Resilient Society
2. Understanding Climate Change
3. Humanitarian Action: Structure, Context, and Sectors
4. Vanuatu & the Pacific: Understanding Politics, Economics & Culture

(currently delivered)



Professional Development Micro-Credentials

OPTION 2

❖ Project & Program Management & Administration

Managing CRHA projects & program (3 parts):

1. Design, Monitoring & Evaluation
2. Administration, People Management, Logistics
3. Finance & Funding

(currently delivered)



Professional Development Micro-Credentials

OPTION 3

- ❖ Climate Change & Climate Resilience
 1. Understanding Climate Change
 2. Climate Science
 3. Working with Climate & Climate Change Data
 4. Ecology & Ecosystems
 5. Working with Communities on CCA & DRR

CCA: Climate Change Adaptation

DRR: Disaster Risk Reduction



Professional Development Micro-Credentials

OPTION 4

❖ Humanitarian Action

1. Humanitarian Action: Structure, context & sectors
2. Law, principles & standards for Humanitarian Action
3. Humanitarian Disasters: Preparation, response & recovery
4. Management of Humanitarian Response: Coordination, delivery, & response
5. Ethics & Cross-Cutting Issues



Professional Development Micro-Credentials

OPTION 5

❖ CRHA Policy & Administration

1. Building a Resilient Society
2. Climate-resilient economic & financial systems
3. Sustainable Tourism
4. Law, policy, governance & advocacy
5. Climate change finance, funding & grant writing



Future programs

CURRENT & FUTURE SoS PROGRAMS

❖ *Bachelor of Tropical Island Environments*

- Starting in 2025 to replace the *Bachelor of Environmental Sciences* :
- The 3-year program will be built in collaboration with our partner universities (JCU/UNC)
- It will include coursework in physical, biological & social sciences
- During the final year, all students will take a **capstone course** where critical thinking skills are developed by:
 - confronting conflicts of ecological & economic paradigms
 - synthesizing across physical, biological & social systems
 - engaging diverse knowledge & views to help resolve key environmental issues



Future programs

CURRENT & FUTURE SoS PROGRAMS

- ❖ *Diploma in Tropical Island Environments*
 - Starting in 2023 along with the *BSc in Tropical Island Environments* :
 - The **1-year** program will be designed to offer a very practical qualification to students who are *not able* to continue with a full 3-year *Bachelor of Tropical Island Environments*



Future programs

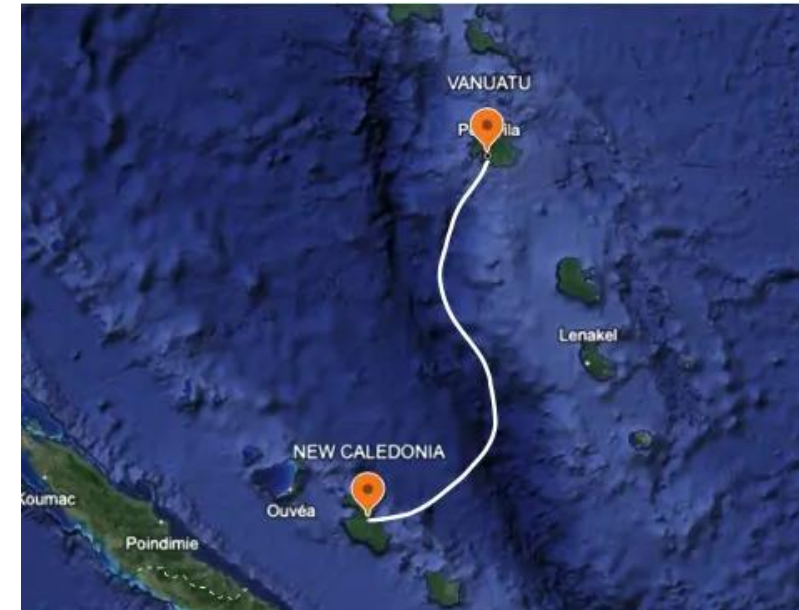
CURRENT & FUTURE SoS PROGRAMS

- ❖ *Diploma in Information & Communication Technology (ICT)*
 - Starting in 2025
 - The **2-year** program will give the students foundations to be efficient in an ICT working environment and will constitute a path to a *Bachelor's degree in ICT*
 - Networking & Security, Database and Programming are the **three areas** of focus of the ICT program
 - It will also includes **interpersonal** and **development skills** like communication, teamwork, analytical skills and project management
 - Students should be comfortable working in an **English-speaking professional** environment but **bilingualism** (English and French) will also be a priority
 - The ICT program should be **recognized** locally and internationally



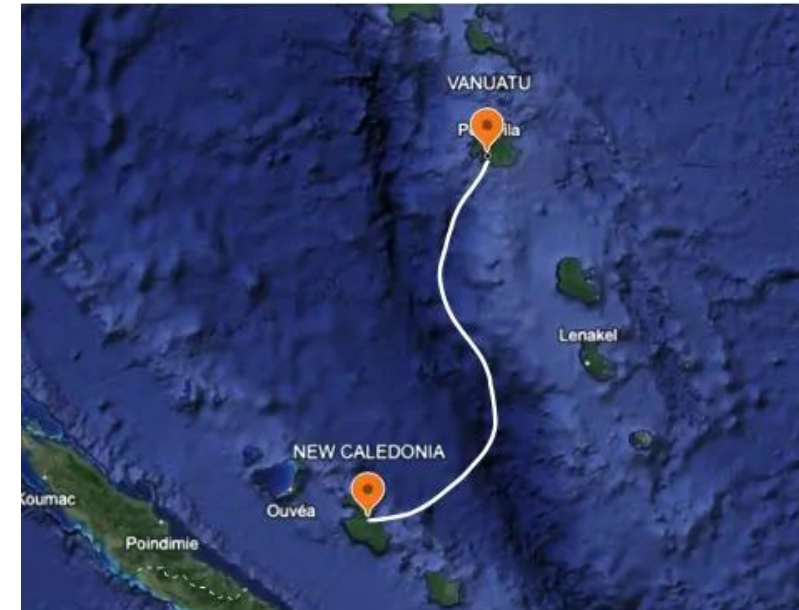
NUV & the Moore SMART Cable project

- ❖ The National University of Vanuatu (NUV) and the Vanuatu Meteorology & Geohazards Department (VMGD) are partners in the Project ***SMART Subsea Cables: Implementing for Geophysics, Early Warning and Oceans, Vanuatu-New Caledonia to Global***
- ❖ The projects allows for **scholarships for 4 Master and 2 PhD students**
- ❖ Graduates and 3rd year students from the **Bachelor of Environmental Sciences** will be involved.



NUV & the Moore SMART Cable project (conclusion)

- ❖ Vanuatu needs **Human Resources / Scientists** able to tackle environmental hazards (earthquakes and tsunamis)
- ❖ Students will enrol in Master / PhD programs with partner universities (JCU, UNC...) before NUV can offer these programs
- ❖ Master / PhD students and graduates will be able to strengthen the **workforce** of the Vanuatu Meteorology & Geohazards Department
- ❖ They will be able to **utilize data** collected from the cable sensors (end of 2026)
- ❖ NUV has and will have an **important role** in training this future workforce and conduct research in these domains (earthquakes and tsunamis)



Thank You

