



GOVERNMENT OF THE REPUBLIC OF VANUATU

MINISTRY of EDUCATION



ANNUAL REPORT 2011



Republic of Vanuatu
Ministry Of Education

Annual Report 2011

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1. Foreword from the Director General

Dear, Honorable Minister,

I have the honor in submitting to you the 2011 Annual Report of the Ministry of Education.

This report has been prepared under subsection 20 (1) (L) of the Public Service Act of 1998 and in accordance with the guidelines for the preparation of Annual Reports referred to in this subsection and related documents issued by the Public Service Commission.

Year 2011 has been another challenging year. A lot has been done to implement the agreed activities from the programs under the Vanuatu Education Road Map (VERM). The VERM 2010-2012 was funded jointly by AusAID, NZAID and UNICEF. The funding arrangement for the VERM activities signifies that the Vanuatu Government through the Ministry of Education has established a closer working relationship with the donors through a Sector Wide Approach (SWAp).

At this stage, I wish to thank the team of people who have worked tirelessly in realizing the changes and achievements that have taken place to date. First of all to yourself as Minister responsible, for not only rendering me your full support, but in particular for the level of wisdom expended in navigating the changes, culminating in the successes we have experienced to date. The political advisors made the most difference in working together as a strong team in terms of unconditional support that was rendered. The Directors, both Principals of VIT and Vanuatu Institute of Teacher Education (VITE) and the Secretary to the TSC, the PEO's and the general staff have all contributed in their very unique ways in realizing these positive changes.

Honorable Minister, as you are fully aware, the Ministry of Education is currently going through major changes and I strongly believe that those changes as they unfold, will be of significant benefit not only to the school children of Vanuatu but also for the youth and adult population at large in the years to come.

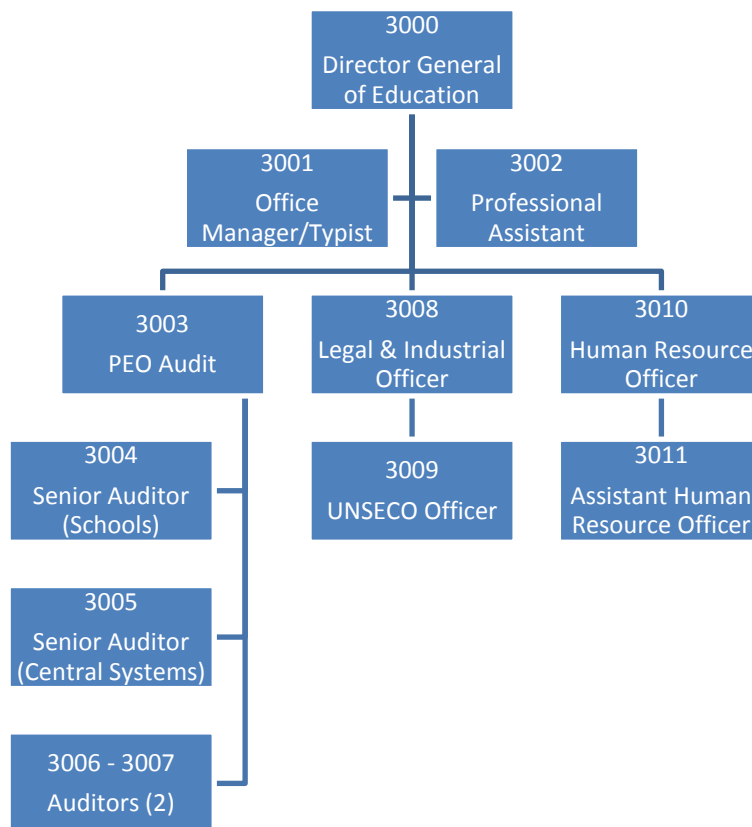
Jesse Dick Joe
Director General, Ministry of Education

2. Organization Chart

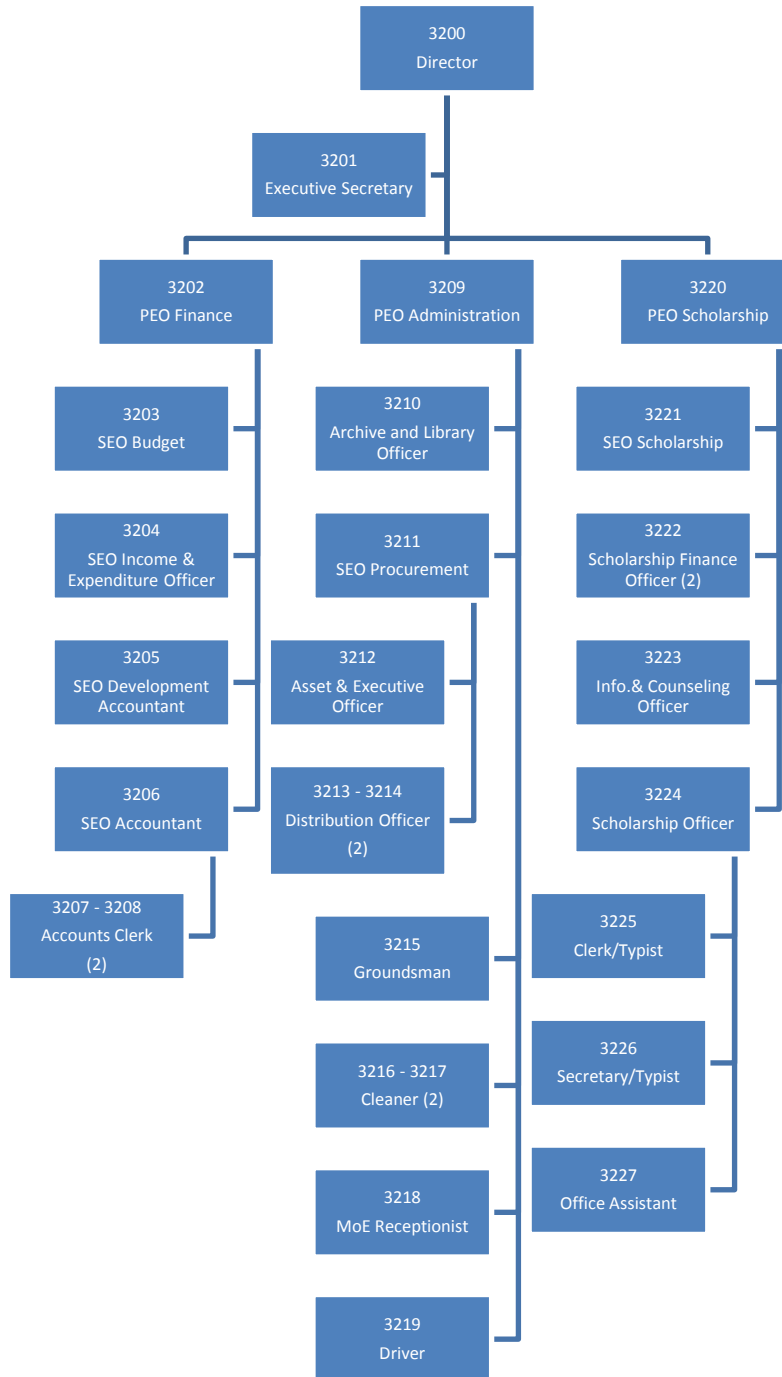
The Public Service Commission (PSC) approved the Ministry of Education (MoE) organization structure and the Job Description for the office of the Director General (i.e. Corporate Services Unit), division of Administration and Finance, Policy and Planning and Education Services under the Ministry of Education, on the 19th of November 2009. In addition to that, the PSC also approved the salary grade for each position as presented on the approved structures.

Until 2006, the MoE's organizational structure had 7 Director Positions. In 2007, a review of the MoE organization structure was made and the 7 Director positions were reduced to 2. The 2 Directors were responsible for the 2 Divisions, particularly the Division of Corporate Services and the Division of Education Services). However, a later review to the structure in 2009 saw the inclusion of one more Director Position which brings the total director positions in the MoE structure to 3. Below is the copy of the approved MoE organizational structure.

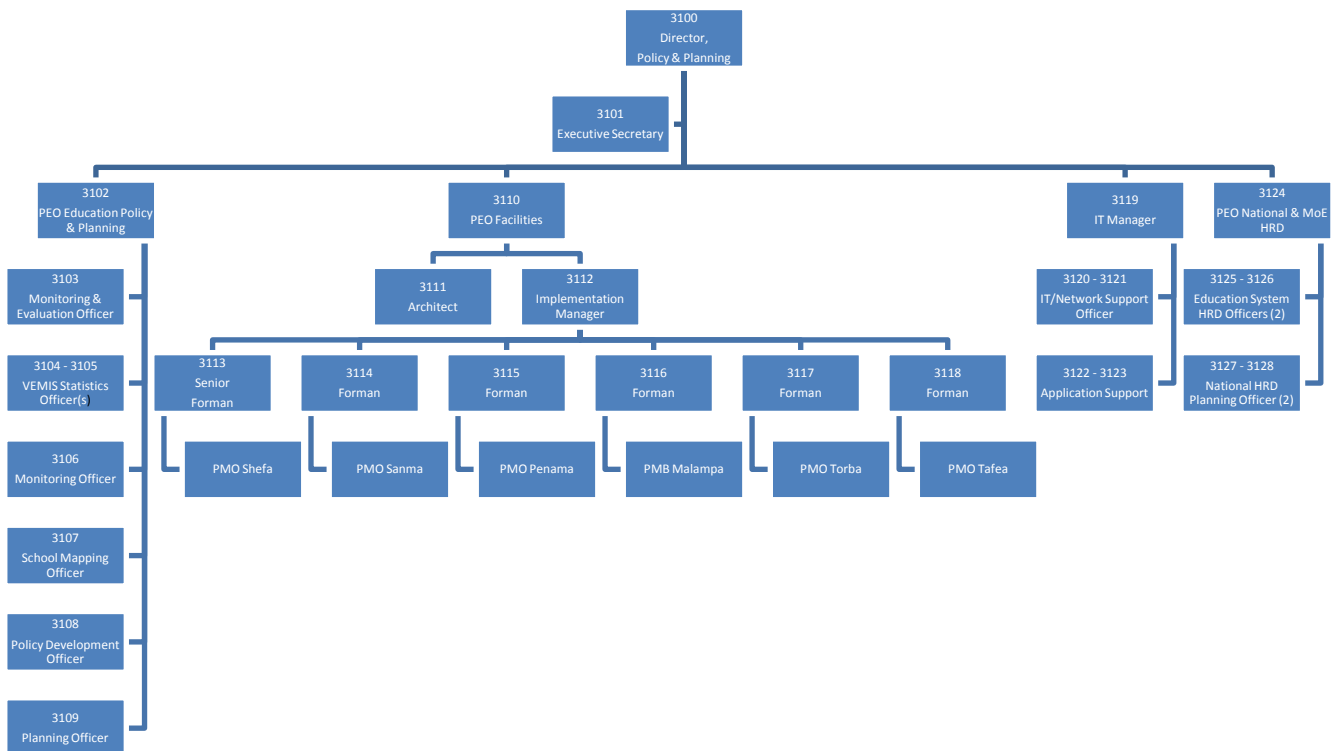
Approved organization structure for the office of the Director General



Approved organization structure for the Division of Administration and Finance



Approved structure for the Division of Policy & Planning



Approved structure for the division of Education Services



3. Human Resource Management

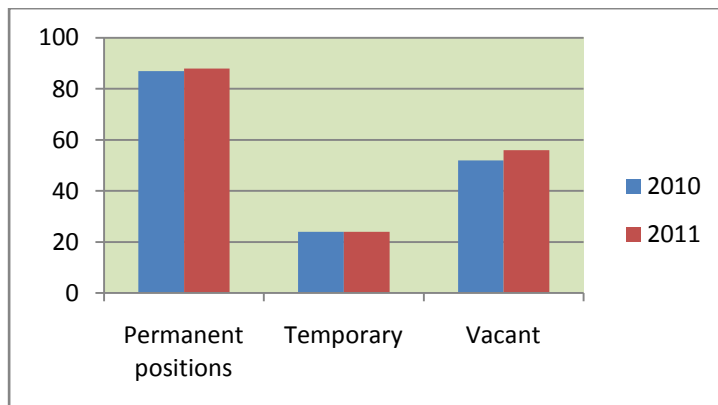
A report produced by the Human Resource Management Unit within the Ministry of Education on the structure of the Ministry of Education and the status of the MoE personnel, has revealed the following information's.

Beneath is a table showing the total number of positions within the Ministry of Education structure by Divisions; the number of officers in place, the status of the officers in place and the positions that needs to be filled by as at 31 December 2011.

Status	Director General	Administration /Finance	Policy/Planning	Education Services	Total
Total Positions	12	28	29	99	168
Officers in place	8	22	12	70	112
Permanent	3	16	9	60	88
Temporary	5	6	3	10	24
Vacant	4	6	17	29	56

Comparison of the number of permanent, temporary and vacant positions shows there is very little work done in terms of recruitment and placement of staff according to the Ministry of Education structure.

The graph beneath compares the number of permanent officers, temporary officers and the number of vacant positions at the end of 2010 and 2011



Note that temporary in this situation either means that an officer is recruited under a contract or it means an officers position no longer exists in the new structure, and he or she is appointed acting in another position on the new structure awaiting formalization. Some officers have been assigned to a post on a temporary status for quite a number of years. Work is underway within the HR unit to ensure that these structural issues are properly addressed.

4. Ministry Functions, Vision, Mission and Objects

Ministry Function

The function of the Ministry is to deliver the education aspects of the Millennium Development Goals and the international agreements such as Education for All and respect for the rights of children. This includes the Government's commitment to achieving Universal Primary Education (UPE), improving literacy, and to developing skills for the productive sectors (rural and urban).

Vision

Vanuatu Education Road Map (*VERM*) incorporates the strategic vision for education in Vanuatu set out in the *Vanuatu Education Sector Strategy 2007-2016* (VESS).

"Our vision is for a caring education system which provides every young person with the lifelong skills, values, and confidence to be self-reliant and to contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools."

The VESS remains the guiding document for the development of the Vanuatu education system over the period 2007-2016, and is the umbrella document that sets the policy framework for the Vanuatu education sector.

The VERM focus on three key strategic goals; that is to improve access, to improve quality and to strengthen management. VERM's main focus is on basic education, so that a good foundation for later learning is laid in the initial primary school years. VERM, however, includes all sectors of education.

Objectives

The Ministry of Education is working towards these objectives developed from the 3 key strategic goals and outcomes. Below are the 21 objectives of VERM for 2011.

Access

Objective 1 To increase access to education through phasing out school fees by delivery of increased school grants to all primary schools (Years 1 to 6), and over time extending grants to Years 7 and 8

Objective 2 To deliver a school infrastructure development program that improves the stock of school facilities and equipment (classrooms, desks, dormitories, teacher housing, clean water, sanitation and other infrastructure such as electricity)

Objective 3 To ensure that the title of land on which schools are sited is secure for education purposes

Objective 4 To improve equal access to all levels of education for people with special needs

Objective 5 To ensure there is equal access to education by both boys and girls at all a level of education.

Objective 6 To develop early childhood education as an integral part of the Vanuatu education system

Objective 7 To increase access to education by removing barriers that cause young people to drop out of all levels of the education system

Objective 8 To expand secondary and technical vocational education and training to meet national and international standards

Quality

Objective 9 To finalize and approve the national curriculum statement, and to develop trial and implement a curriculum standards framework for K-13, including support materials

Objective 10 To train teachers in the use of the new curriculum

Objective 11 To provide appropriate assessment systems

Objective 12 To provide qualified teachers for all schools

Objective 13 To monitor and improve standards of literacy and numeracy and standards in other subjects

Objective 14 To promote bilingualism in the Vanuatu education system, consistent with the Vanuatu Constitutional requirement that the principal languages of education are English and French

Management

Objective 15 To strengthen planning, budgeting and coordination by implementing effectively the Joint Partnership Arrangement, with the aim of improving service delivery, harmonizing support, and actively involving an increased number of stakeholders (including Development Partners, the provinces, other Education Authorities, and NGO's).

Objective 16 To develop and implement a program of human resource development and capacity building for staff in the Ministry of Education

Objective 17 To ensure that the Ministry of Education takes a leading role in developing a human resource development strategy for all sectors of the economy in Vanuatu.

Objective 18 To strengthen the professional competence and monitoring of teachers to ensure productivity

Objective 19 To develop an improved teacher management system and more efficient teacher management processes

Objective 20 To develop a monitoring and evaluation framework that includes strengthened use of the Vanuatu Education Management Information System and a performance assessment framework.

Objective 21 To establish technical working groups to develop appropriate education policies for the Ministry of Education

5. Policy and Strategy Context

Government of Vanuatu Strategic Directions

The Government of Vanuatu's strategic directions for the country are published in *Priorities & Action Agenda: 2005-2015*. The goal of this policy document is "An Educated, Healthy and Wealthy Nation". A major section of this document sets out the Government's strategic directions for education and human resource development. Four policy objectives are adopted:

- To improve access to education and ensure gender and rural/urban balance
- To raise the quality and relevance of education
- To improve planning, fiscal and financial management in the sector
- To develop a distinctively Vanuatu education system

In June 2009 the Government published *Planning Long, Acting Short: Action Agenda for 2009-2012*. This document endorsed a policy priority for education of ensuring quality of education for all. Three main strategies were proposed for education. These focused on:

- Improving the quality of education
- Phasing out compulsory primary school contributions and replacing them with increased grants direct to schools
- Increasing human resource capacity in critical areas for Vanuatu's development

Government's Policy on Education

In mid 2009, the Government issued a draft policy statement on education. The government's intention was to approve an official policy statement on education. The Government's policy statement gives policy direction to the Education Sector and guides the implementation of the activities of the *Vanuatu Education Road Map*.

Vanuatu Education Road Map

As a result of the developments outlined above, later in 2009, the Government of Vanuatu decided to develop a more focused plan that that would provide a comprehensive strategic direction for the whole of the education sector, and that would specifically support its progress towards the 2015 goal of universal primary education. As a result, this *Vanuatu Education Road Map (VERM)* has been developed.

Some of the key targets to be achieved through the *VERM* include:

- Increase the net primary enrolment rate to 100 per cent by 2015, and reach 85 per cent by 2011
- Improve literacy and numeracy skills of school age children, tracked through national assessments
- Strengthen financial management and accountability
- Increase the proportion of certified primary school teachers
- Enroll higher numbers of technical and vocational trainees in order to promote effective skill development.

Joint Partnership Arrangement and Tripartite Grant Funding Arrangement

The Ministry of Education relies quite heavily on its development partners for funding. The Ministry of Education has also taken an approach to streamline all development funds into Government budget support system. To implement the Vanuatu Education Road Map, the Vanuatu government through the Ministry of Education and the Development Partners signed a Joint Partnership Arrangement. The signatories to this Joint Partnership Arrangement are categorized in two groups: The “Pool Partners” (i.e. the Vanuatu Government, Australia (AusAID), New Zealand (NZAID) and Unicef) financial contribution goes directly to the Government budget support system. Support from donor partners who are not signatories to this agreement (i.e. Japan etc) will contribute through separate mechanisms (including the use of General Budget Support).

The “Pool Partners” who agreed to the pooling of funds (the Government of Vanuatu, Australia, New Zealand and Unicef) also signed a separate tripartite Grant Financing Arrangement in relation to how the funds will be spent and managed.

6. VERM Strategic Goals and VERM Priority Strategies,

Strategic Goals

The 3 key strategic goals of the Vanuatu Education Road Map were as follows:

- **Strategic Goal 1 (Access):** To increase equitable access to education for all people at all levels of education in Vanuatu.
- **Strategic Goal 2 (Quality):** To improve the quality of education in Vanuatu
- **Strategic Goal 3 (Management):** To improve and strengthen the management of the education system in Vanuatu

Strategies

The Ministry of Education has developed 8 central strategies that will be the prime focus of its work over the three-year period of the Vanuatu Education Road Map. These strategies are derived from the VESS and the VESAP, and represent the priorities that will receive greatest attention during the implementation of the VERM

The 8 central strategies, which are the priorities for the VERM, have been developed from the existing education strategy (VESS), from the emphasis that emerged in implementation of VESAP, and from the broader Government of Vanuatu strategic directions. The first two priorities (School Grants and Facilities Development) relate to the first strategic goal about improving access. The next three priorities (Basic Education, Curriculum Development and Teacher Education) relate to the second strategic goal to improve quality. The final three priorities (Human Resource Development, Policy Development, and Planning, Management and Coordination) relate to the third strategic goal to improve the management of the Vanuatu education system.

Beneath are the 8 priority strategies:

Education Sector Priorities and Achievements/Failures and Plans for 2012

Vanuatu Education Road Map	Achievements/Failures	Plans for 2012
1. School Grants		
<p>Grants to primary schools (Years 1 to 6) are to be provided to implement the Government's policy to reduce or eliminate school fees (that is, parental contributions) and to minimize direct financial barriers to children's enrolment in primary education. The cost of contributions levied on parents by primary schools to meet basic operational costs is one of the key reasons some children miss out on basic education. Vanuatu introduced the Universal Primary Education policy through its 2010 Budget process onwards to phase out parental contributions by increasing Government grants to primary schools. The school grants initiative was introduced to Years 1 to 6 of primary schooling in 2010.</p>	<p>2011 school grants have been paid to the schools approved bank accounts at NBV. The school grant is only paid to Government and Government assisted primary schools.</p> <p>More pupils were enrolled in primary in 2010 and 2011 compared to 2009. In 2010, there was an increase of 7 % in primary enrolment. In 2011 an increase of 2 % was recorded in primary enrolment.</p> <p>Although the primary enrolment has recorded increase, the issue of having pupils at school at the right age is still a concern for the Ministry.</p>	<p>The Ministry will continue to pay grants to all government and government-assisted primary schools. The School Based Management support project will be implemented to assist schools in planning, budgeting and management to target achievement of the Minimum Quality Standards.</p>
2. Facilities Development		
<p>Funding was provided to assist in improving sub-standard school facilities either through construction of new permanent classrooms and provision of other facilities and equipment, or through renovation and upgrading of existing buildings and infrastructure. Almost half of all primary school classrooms are currently reported as</p>	<p>Facilities development is one of the major concerns for MoE. Facilities development continued to take longer than planned in 2011.</p> <p>MoE is also looking at other</p>	<p>Plans for 2012 includes finishing incomplete classrooms funded under VERM and also to continue to develop hybrid building designs for schools with appropriate</p>

<p>constructed of ‘temporary’ or ‘traditional’ materials. Only 37 per cent are rated in ‘good’ condition. To meet the Universal Primary Education goal by 2015, Vanuatu needs to maintain its school buildings and infrastructure better, and upgrade its school facilities more rapidly. Australia and New Zealand’s support for facilities development initially focuses on primary school, to ensure it is consistent with the needs of the Universal Primary Education policy and the School Grants and Fee Relief component.</p>	<p>alternatives to fast track facilities development suitable for different local settings. A hybrid classroom; designed to suit a particular local setting was piloted at Takara (North Efate) but has failed to meet its completion date that was planned and agreed on by the communities, MoE and the donors.</p>	<p>materials that are available in their local environment. It is also planned to prepare an Asset Management Strategy to provide direction and priorities for future school classroom construction and improvement.</p>
<p>3. Basic Education</p>		
<p>The Government through Ministry of Education implemented its Universal Primary Education (UPE) policy, so that access to primary education and quality of education is improved. According to the Education Policy Statement 2010-2015, Primary education is year 1-6. The intention is to ensure that more children enrol in primary school, and that young people stay in school and receive a good education. While other sectors of education are important, improving basic education will receive top priority and the major share of resources.</p>	<p>The Government’s plan to improve access to primary education was rewarded with a leap in figures for the primary enrolment in 2010 and 2011. While barriers to access basic education are being reduced through the implementation of the Government’s UPE policy, the quality of the education provided in schools is another area of concern that the Ministry is working towards improving. Research conducted by the World Bank on early grade reading assessment reported that less than 30% of children in year 3 have achieved very basic levels of literacy.</p> <p>Other achievements in basic education included the; approval of the Early Childhood</p>	<p>Teachers posted to years 1, 2 and 3 must be trained teachers.</p> <p>Teacher postings will be assessed to ensure that there is fair teacher distribution to all schools in all provinces.</p> <p>The Minimum Quality Standards are to be introduced to schools and schools supported in starting to implement them.</p>

	<p>Education (ECE) policy and the Inclusive Education (IE) policy. The Education in Emergency (EiE) policy is in the process of translation.</p>	
<p>4. Curriculum Development</p>		
<p>The standard of education needs to be improved to ensure that children stay in school and receive an education that enables them to contribute to the economy and to their community, and to have the opportunity to progress to further education. The development of strategies to improve literacy and numeracy are central. Reforms are ongoing in the curriculum, in access to learning materials, in assessment, and in teacher professional development. These reforms are intended to immediately benefit all levels of schooling from early childhood to senior secondary. A national curriculum statement was approved and introduced, followed by a progressive review of all subjects at all levels in primary and secondary education, and the development of curriculum standards frameworks from Class 1 to Year 13. The curriculum reforms were supported by a program of in-service teacher education, and the production and dissemination of learning materials and teacher guides to support the curriculum. These reforms will be accompanied by changes to the assessment system at Years 8, 10, 12 and 13.</p>	<p>Almost 100 % of teachers in schools have received a copy of the Vanuatu National Curriculum Statement. Copies have also been distributed to the stake holders Curriculum writing is ongoing for the following; K-3, 4-6 and 11-13. The book flood distribution is 84% complete. Partial distribution for Sanma and Shefa is to be completed in 2012.</p> <p>Training for the book flood has been completed in all provinces.</p>	<p>Purchasing of curriculum materials for K-3, Yrs1-3, 4-6 and 11-13, (readers and other materials). Publish and print curriculum for years K-3 and 11-13.</p> <p>Continue work on developing the curriculum for years K-3, 4-6 and 11-13.</p> <p>Commence developing the curriculum for years 7-10.</p>

5. Teacher Education		
<p>A new program of teacher pre-service education was introduced to improve the quality of teaching. Strategies were also developed to improve the quality of the existing teaching work force through in-service and field-based training, and by raising the standards of entry to the teaching profession.</p>	<p>Purchasing of teaching and learning resources for teachers and tutors to support the three year teacher training program at the Vanuatu Institute of Teacher Education (VITE).</p> <p>Harmonized curriculum at VITE was implemented and progress reviewed.</p> <p>Teacher training modules of Primary Education Improvement Training (PEIT) were successfully delivered in Sanma.</p>	<p>Plan to improved teaching and learning resources at VITE and also for professional development of VITE staff.</p> <p>Plan to continue implementation of the harmonized curriculum in VITE.</p> <p>There is also plan to expand on the in-service training conducted so far.</p> <p>Plan to recruit more module trainers to in-service unit. Target is to train uncertified teachers and multi-grade teachers.</p>
6. Human Resource Development		
<p>Human resources development is a critically important issue for the Ministry of Education. A program of investing in capacity development of teachers and improving the skills and capability of the people who work in the central and provincial sections of the Ministry of Education, and related education agencies and institutions, will be implemented. The main purpose of this program will be to develop and strengthen the management of the education sector.</p>	<p>There is no HRD plan to guide the Ministry towards investing in capacity development.</p> <p>Despite the absence of the MoE HRD plan, there are other programs such as PEIT carried out to up skill uncertified and multi-grade teachers in schools.</p>	<p>Planned to recruit an HRD Officer to commence planning a HRD strategy.</p> <p>Plans to complete the recruitment of over 30 new posts in head office to provide support to improving quality, planning and monitoring.</p>
7. Policy Development		

<p>The Ministry of Education develops appropriate written policy statements on major education issues identified as priorities for the education sector. Technical Working Groups to develop Ministry policy statements are yet to be established. Policies will be developed to address some of the key issues on early childhood education; special and inclusive education; basic education; secondary education; the procurement, warehousing and distribution of curriculum materials; teacher education; assessment, evaluation and reporting; education language policy and bilingual schooling; education in emergencies; and technical and vocational education.</p>	<p>Government policy on the Universal Primary Education is implemented (School grant) Vanuatu National Curriculum Statement approved and distributed to all schools and stakeholders ECE policy was approved and distributed; awareness on the policies was conducted. The Inclusive Education policy was approved printed and distributed. Procurement policy and processes for MoE was approved by the DG and implemented</p>	<p>Procedure manuals and guidelines for conducting examinations will be prepared and implemented in schools. Education in Emergency policy to be endorsed and approved for implementation</p>
<p>8. Planning, Management and Coordination</p>		
<p>Improvements are needed in the management and efficiency of the education system. Vanuatu needs to find significant savings in the education budget to finance increased school grants over the long-term. Stronger public administration and public financial management are needed for successful reform implementation. These reforms are intended to immediately benefit all levels of schooling, and will be informed by an analysis of sector financing, beginning with a study of the .costs, effectiveness and distribution of teachers. The planning, management, coordination and monitoring of the performance of the education sector will be strengthened. An emphasis was placed on improving financial management performance, budgeting, and monitoring and reporting on financial performance across all parts of the education sector.</p>	<p>Appointment of a permanent DG by the Public Service Commission (PSC). The Corporate Plan was fully reviewed and rewritten. The recurrent budget was extensively reviewed and partially restructured, with plans to continue the restructuring in 2012.</p>	<p>Implement School Based Management support in 2 provinces; train and support all provincial education offices in planning and budgeting. Recruit additional officers to support planning, policy making and monitoring and evaluation activity within the Ministry.</p>

7. Performance Assessment Framework (VERM PAF)

A Performance Assessment Framework was developed in order to monitor progress against the priorities of the VERM that are supported by the Development Partners. The following indicators are the basis of the *Performance Assessment Framework* for the VERM. These indicators are consistent with the Government of Vanuatu's education policy.

The Performance Assessment Framework uses base line data captured in the Vanuatu Education Management Information System (VEMIS) in order to assess progress. The MOE will be developing an effective tracking system to ensure that areas where consistent monitoring is required are not overlooked, and to ensure that progress against its strategic objectives in the VERM is regularly assessed and reported, and adjustments made as necessary.

Please note that the indicators below are for government and government-assisted schools.

No.	Indicator	Baseline (year)	2011	Interim Target (2012 or as stated)	Program Target (2015)	Source
Strategic Goal 1: To increase equitable access to education for all people at all levels of education in Vanuatu						
1	Primary school parental contributions (VT / yr, range)	600 - 15,000 ¹	600 - 15,000	no school fees	no school fees	Annual VEMIS survey results/IAU
2	Net Enrolment Rate (NER) in year 1 (%)	36.0 (2008)	41.2 (2011)	45	60	VEMIS
3	Net Enrolment Rate in years 1 to 6 (%)	87.1 (2008)	87.9 (2011)	90	93	VEMIS
4	Survival Rate to year 6 (%)	78.7 (2007)	82.5 (2011)	85	90	VEMIS
5	Transition Rate from year 6 to year 7 (%)	90.0 (2008)	84.0 (2011)	90	98	VEMIS
6	Survival Rate to year 13 (%)	18.7 (2007)	7.3 (2011)	15	20	VEMIS
Strategic Goal 2: To improve the quality of education in Vanuatu						
7	Primary school teachers certified (Grade 1-6) (%)	50.5 (2008)	59.6 (2011)	70	75	VEMIS
8	Early grade reading (Anglophones schools only at this stage) Grade 3 (%)	24 (2010)	No assessment conducted	No assessment conducted	35	Vanuatu Early Grade Reading Assessment (VanEGRA) Baseline

¹ The range of school fees up to 15,000 vatu applied to urban schools only. All rural government schools no longer charge school fees. Some rural Education Authority schools still charge fees but at a rate < 10,000 vatu

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	Early grade reading (Francophone schools only at this stage) Grade 3 (%)	23 (2010)			35	Survey; 2010
9	Year 4 literacy level (VanSTA) Anglophone (L3+) (%)	23 (2009)	No VanSTA conducted	No VanSTA conducted ²	35	Average of male and female result at L3+ from Vanuatu Standardized Test (VanSTA). Monitoring Literacy and numeracy achievements in Vanuatu VANSTA 1 September 2010
	Francophone (L3+) (%)	23.5 (2009)			35	
10	Year 4 numeracy level (VanSTA) Anglophone (L3+) (%)	41 (2009)	No VanSTA conducted	No VanSTA conducted	50	Monitoring Literacy and numeracy achievements in Vanuatu VanSTA 1 September 2010
	Year 4 numeracy level (VanSTA) Francophone (L3+) (%)	31 (2009)			40	
11	Textbook: pupil ratio (Year 1 to 6)	2.65 (2008)	2.78 (2011)	2.0	1.0	VEMIS
12	Pupil: classroom ratio (primary schools)	22.2 (2008)	22.8 (2011)	23	30	VEMIS
13	Gender Parity Index for NER years 1 to 6	1.00 (2008)	0.88 (2011)	1.00	1.00	VEMIS
Strategic Goal 3: To improve and strengthen the management of the education system in Vanuatu						
14	Government & Government assisted Primary schools using Government-approved bank accounts (%)	0 (2009)	91(2011)	100	100	Internal Audit (MoE)
15	Non-payroll share of education budget (%)	12.0(2009)	22.5 (2011)	22	30	SMARTSTREAM report
16	Approved sub-sector policy statements	0	2 (ECE/IE) ³ (2011)	5 (2012)	9 (2015)	As reported in MOE Annual Report
17	Annual Work Plan developed	-	AWP Developed and published before 31 st Dec 2011	By 31 Dec	By 31 Dec	Endorsed in writing by VERM SC for 2011-2015
18	VERM implementation and performance (%)	85 (2010)	50.6 (2011) ⁴	95 ⁵	99 ⁶	Vision Development

² In 2012 the interim target year, there is still on-going remedial work on Assessment Resource Tool for Teaching & Learning / Vanuatu Literacy Education Training (VanLET). Vanuatu Standardize Test of Achievement (VanSTA) results to be analyzed and communicate to schools & stakeholders

³ Early Childhood & Care Education Policy and Inclusive Education Policy have been approved

⁴ 50.6 % of the VERM budgeted revenue was spent in 2011. 2nd tranche payment was not paid to the Gov system due to slow implementation of activities

Ministry of Education 2011 Annual Report

a. Annual expenditure						Funds report.
b. School Grants and Support for School Grants Outputs						
c. All other Outputs						

The above table of the VERM performance assessment framework (PAF) highlights the achievements of the Ministry of Education through VERM in relation to the three VERM goals; (Access, Quality and Management). The results from the PAF show significant improvement in the Access. The Quality and Management areas on the other hand have been slowly improving.

⁵ 95% of the VERM budgeted revenue is expected to be spent in 2012.

⁶ Improve on the implementation of activities by 2015 in order to be able to spend 99% of VERM budgeted revenue.

8. Main Activities of the Ministry and the Services provided

The Ministry of Education has five 5 main arms. These are:

- i. Minister's Cabinet – The Minister and the political advisors provide the key policy direction in which the Ministry operates
- ii. Corporate Services – The Director General's office is responsible for the overall direction and management of the entire Ministry in implanting the overall policy directives and management of the entire Ministry. The office of the Internal Audit comes under the DG's office.
- iii. Finance and Administration – The Director and staff have responsibility over all finances, budget management and the overall administration of the Ministry
- iv. Policy and Planning - The Director and staff are responsible for policy and planning, school mapping, Vanuatu Education Management Information System, IT section and monitoring and evaluation.
- v. Education Services – The Director and staff are responsible for the overall education delivery from early childhood through basic education, secondary, technical and tertiary education, teachers posting, examination and assessment, curriculum, inclusive and education in emergency. The department has overall oversight over the six (6) Provincial Education Offices, Zone Curriculum advisors, the Inspection.

9. Budget Narrative Performance Measures and Progress

The following Performance Measures were defined in the 2011 Budget Narratives.

Ministry Cabinet: Performance Measurement (Service Targets)

Means of Service Delivery	Implementation Progress
Provision of political and administrative support to the ministry of education through timely policy advice and communication strategies	Political and administrative support rendered to the Ministry.
Oral and written policy advice to the satisfaction of the Minister	The Minister satisfied with most of the policy advice given to his office
Written policy advice to the minister	Written policy advice received by Minister
Written policy advice for COM	Written policy advice for the Council of Ministers tabled by the Minister
Speeches prepared for the Minister	Speeches were prepared for the Minister
Transmission of the Ministry of Education 2010 annual report to parliament (by March 2011)	2010 MoE annual report was tabled in Parliament by Minister
Development of government education policy statement	Provided general development of education

Office of the Director General: Performance Measurement (Service Targets)

Means of Service Delivery	Implementation Progress
Implementations of plans and policies to achieve national, regional and international education goals	Oversaw implementation of all educational plans
MoE staff numbers maintain at high level	Retention of MoE staff was good
Performance management system in place (bi-annual performance discussion conducted)	Staff appraisals were done
Performance management system in place (performance agreement in place for DG and all Directors)	Appraisals for Directors and DG were done
Submission of the Ministry's annual reports and financial statements to parliament at the end of each financial year (by March 2011)	2010 MoE annual report was submitted
Review of Education Act, the Regulation Order for Education, Teaching Service Act, the VITE Act, the VIT act completed and accepted by COM by early March 2011	Review these acts is ongoing.
Regular interaction with senior management – monthly management meetings held.	Monthly meetings were held and the directors meeting held at the beginning of the week. These meetings were not held regularly throughout the year due to lack of a permanently appointed DG for most of the year, and overseas visits by the DG and other officers.
Completion of the MoE annual work plan for 2011	Done
Percentage completion of MDG goal 2 - access to primary education	2011 GER is 118.6 and NER 87.9
Timely submissions of all annual reports on the implementations of education policies, in compliance with legislative requirements	Reports submitted
Internal Audit visits to a further 120 schools in 2011	Audits of 110 schools were completed in addition to several unscheduled special investigations.
Provision of annual training programs for both teaching and administrative staff.	Partly done

Administration and Finance: Performance Measurement (Service Targets)

Description	Implementation Progress
Procurement Manual in place by 2011	Procurement manual was drafted for review by DG
Conduct of financial management training for all school heads and provincial staff	Activity was postponed to be included with the School Based Management support program
Timely completion of the Ministry's annual budget and the negotiation with development partners concerning VERM funding	Activity carried out
Monthly financial statement for recurrent and development expenditure provided to the executive in a timely manner.	Done
Primary school grants increased to VT 8,900 per students and grants paid to schools	Primary school grants were paid
Completion and regular monitoring of the Ministry's 2011 work plan	Partly done. Most of the reporting on the progress of activities in the plan was done by PPU

Policy and Planning: Performance Measurement (Service Targets)

Description	Implementation Progress
VEMIS reports and data available to assist all secondary schools in administration and management	Partly done
Purchase, install and operate IT back up facilities to protect Ministry data	Done
Development of an agreed set of minimum education standards for Vanuatu.	Minimum standards for schools were drafted and consultation undertaken.
Completion of: new double classroom	Carried out
Complete procurement of materials for pre-school floor slabs	Undertaken
VERM monthly monitoring report produced in a timely manner and reviewed at a meeting of the VERM steering committee.	Monitoring reports were prepared and presented, but not every month.
Production of VEMIS Education Digest for 2011	Completion postponed to early 2012.
Determination of an agreed standard cost for primary school education (based on minimum standards)	Not achieved. The Minimum Standards for Schools were drafted without costing.
Provision of training to staff throughout the year	Partly carried out

School Support Services Administration: Performance Measurement (Service Targets)

Description	Implementation Progress
Staff survey gives approval rating of satisfactory performance on a three point scale (very satisfactory, satisfactory, and unsatisfactory) in relation to the delivery of administrative support for the Education Service Program.	No staff survey conducted
Delivery of pre-service training components, so that sufficient numbers of primary and secondary teachers have been trained	Carried out in Sanma as scheduled for 2011.
Report on annual pre-service training program delivered to Director General of Education by year end.	Done
Delivery of in-service programs in order to upgrade subject content, teaching methodology and assessment skills of all teachers according to quantity and timeliness set out in annual Ministry of Education schedule	Program delivered in Sanma
Report on annual in-service training program submitted to Director General by year end	Reported in monthly management meetings
Provincial education support to schools, including visits to schools by PEO's, ZCAs and Provincial Finance Officers	Done
New curriculum standards for k-3 approved by National Education Commission	The National Curriculum is approved distributed to all schools
Learning resources delivered to schools according to quantity and timeliness set out in annual work plan	Books and cupboards were delivered to most primary schools
Examinations conducted and results reported according to subjects, levels, quantity and timeliness set out in examinations unit timetable, and results reported to students (yrs 8, 10, 12 and 13)	Done
Internal student assessment undertaken in years 10 and 12	Done
Examination prescriptions developed and approved for year 12	Done
Inspections of schools completed; school reports	Done
Inspection of teachers completed; teachers report	Done
Delivery of administration and financial management skill training to head	Reschedule to be incorporated into the school based management program

teachers and principals. One training program for head teachers and principals of government and government assisted schools, according to financial management schedule	
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Secondary Schools: Performance Measurement (Service Targets)

Description	Implementation Progress
Secondary schooling delivered as reported in Education digest of statistics	Done
Ensure years 7 students attend school; transition rate from year 6 to year 7 (as reported in Education digest)	Data not available from VEMIS. Transition is meant for moving from one level to another
Ensure year 8 students attend school; net enrolment rate in year 8 (as reported in the digest report)	55.2% (Source: VEMIS)
Increase retention in secondary schooling. Survival rate from year 7-13 as reported in digest report.	The average rate is 29.7% (Source: VEMIS)

Primary Schools: Performance Measurement (Service Targets)

Description	Implementation Progress
Primary schooling delivered as reported in education digest of statistics	Done
Report on upgrading of primary facilities to Director General of education by year end.	Facilities unit to report
Policy approved on the supply of learning materials and stationery to government and government assisted schools	Procurement policy in place to guard procurement of materials
Implementation of policy on the supply of learning materials and stationery to government and government assisted schools	Implementation of policy is ongoing
Improve participation in schooling for girls as reported in education digest of statistics	Ongoing
Encourage enrolment in year 1 as reported in education digest	Ongoing
Ensure children enroll as students in primary school as reported in the digest of statistics	Ongoing
Increase retention in primary schooling as reported in education digest	Ongoing
Reduce number of primary school charging parental contributions for tuition	Ongoing

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in years 1 to 6. Policy is for contributions to be eliminated by 2012	
Annual plans and reports documenting literacy and numeracy achievements against targets	EGRA report available
Report on achievements against literacy and numeracy targets to director general of the education by year end	Not done
Identify performance of Vanuatu students in reading in grades 1, 2 and 3. 2010 EGRA (early grade reading assessment) report by 30 June 2011	EGRA carried out and report is available
Upgrading of primary facilities	Ongoing

Post Secondary: Performance Measurement (Service Targets)

Description	Implementation Progress
Post secondary education and training delivered. Increase in number of participants in post secondary education and training in 2011, by comparison with 2010 (more than 100). Report on participation in post secondary education and training to the director general of education by year end	Ongoing
Expand the program in business/finance, tourism and hospitality and introduce new courses in Arts and crafts and science	Ongoing
Report on programs in business/finance, tourism and hospitality and new courses to director general of education by year end	
Monitoring of harmonization program at VITE. Monitoring report provided to the director general of education by year end	Program carried out. Reported in monthly management reports.
Delivery of grants to institution and evaluation of the institutions performance. Annual reports of VITE and VIT for 2010 provided by 31 st march 2011	Grants paid to these 2 institution
Report on facilities development at VITE provided to director general by year end	Reported in monthly management reports

Teaching Service Commission: Performance Measurement (Service Targets)

Description	Implementation Progress
Appointment of new teachers	Ongoing
Performance assessed and teachers either confirmed or dismissed	Ongoing
As required under the Teaching Service Act No 15 of 1983, the Chairman of the Commission is to submit an income and expenditure report to Parliament at the end of each financial year	Not done

10. Service delivery issues and performance improvement

Apart from the overall Ministry's priority areas, quality improvement is considered a core activity for the internal performance and management within the central level, cascading down to the provincial level and school levels. In brief the following areas are being worked on:

- Planned improvement of the Human Resource Unit
- Recruitment to fill up vacancies
- Establishing a Monitoring and Evaluation officer
- Improvement in performance at the Provincial Education Office, Zone Curriculum and School level
- Address the challenges of staffing within the important sections of the Ministry such as the Curriculum and at the Examinations
- Internal School Audit of schools and reports are acted on

The challenge remains in that some officers who are available at the Ministry level are often overloaded with activities and demands from new project initiatives while at the same time maintaining and sustaining existing recurrent activities.

11. Major Emerging Issues

Quality in school performance is an integral issue for the Ministry to address. The recent EGRA results give the Ministry important data to devise interventions to tackle literacy improvement through schools. Compounded with these, activities of the VERM are essential to ensure that quality is addressed in all levels of the Ministry.

Another critical factor that affects quality improvement is the lack of personnel in important and strategic areas within the Ministry. The Ministry of Education seriously needs essential areas of the various departments to be filled with qualified staff. Until these staffing needs are addressed, the few available staff are being overworked and this shall continue to affect overall performance.

Lack of appropriate plans and procedures to address quality issues is another concern. In most cases, the plans and procedures exist but are not implemented and/or adhered to.

12. New Policies

The Government implemented the Universal Primary Education Policy at the beginning of 2010. A key element of this policy is the phasing out of parental contributions for primary school years 1 to 6 by payment of grants directly to primary schools.

There are also 4 policy papers that the Ministry of Education under each section has been developing to govern implementation of unit's activities. Work on most of these policies has been started earlier on but carried on through to 2011.

The Early Childhood Education (ECE) policy is one that aims to ensure that, 1) the quality of ECE services is improved and enhanced, 2) that there is equitable access to quality Early Childhood Care and Education (ECCE) for all young children, including children with disabilities and 3) to ensure that the management of ECCE services is effective and efficient. The policy is launched and an awareness on the policy is made and now in the process of implementing policy

The Education in Emergency (EiE) policy like the above aims to, 1) increase equitable access to education for all people at all levels of education in Vanuatu before, during and after an emergency, 2) to improve the quality of education in Vanuatu before, during and after an emergency and 3) to improve and strengthen the management of the education system in Vanuatu before, during and after an emergency. The overall objective of the policy is to; improve risk reduction and mitigation measures and preparedness in order to minimize the adverse effects of natural disasters and to facilitate effective response when disaster strikes. Translation of the policy paper is underway and should be launched in 2012.

The Inclusive Education (IE) policy and Strategic Plan 2010-2020 that was developed sets the framework toward an education system that is inclusive of all children and to create an environment which recognizes that all children can learn. The policy will be implemented over a 10 year period with specific targets to be achieved within specific timeframe over the period. The policy is approved, and launched in 2011.

The last of the 4 policies is the Education Language Policy (ELP). The ELP paper seeks to develop a national language policy statement that would clearly reflect the languages situation that Vanuatu has been brought through and should also spell out the longer-term vision of where to go with the languages for the betterment of this nation as a whole. The work towards developing the policy has been started and is predominantly in its consultation stages yet.

13. Legislation

The Ministry of Education administers the following legislation:

- Education Act NO.21 of 2001
- Education Act NO.21 of 2001, Education Regulation Order No. 44 of 2005
- Teaching Service Commission Act
- Teaching Service Staff Rules
- Vanuatu Institute of Teacher Education (VITE);
- Vanuatu Institute of Technology (VIT);
- Vanuatu National Training Council (VNTC);
- National Education Commission (NEC) and;
- National Education Advisory Council (NEAC)

There was no new legislation passed for the Education portfolio during 2011.

14. Portfolio legislation and any transfer of responsibility in 2011

An advisor was contracted under VERM to review the Education Act and Regulation Orders, and the Teaching Service Act. Proposed amendments to this legislation have been submitted to the Ministers for review before he refers them to the Council of Ministers and then Parliament.

Further organization structure changes will be submitted to the teaching Service Commission and the Public Service Commission to provide for structures better aligned with the revised legislation and current government policy and priorities..

15. Statutory Authorities

The Ministry of Education portfolio includes the following statutory bodies:

- Teaching Service Commission (TSC)
- Vanuatu Institute of Technology (VIT)
- Vanuatu Institute of Teacher Education (VITE)
- National Education Commission (NEC)
- National Education Advisory Council (NEAC)

16. International Agreements or Commitments

The Ministry of Education assists the Government to work towards or comply with the following international commitments or agreements:

The Ministry of Education is complying with a number of regional and international agreements that the government of Vanuatu have been the signatory of. Beneath are the agencies that the Ministry of Education is working closely with to implement their strategy its developed work plan;

- University of the South Pacific
- Agence Universitaire de la Francophonie (AUF)

- UNESCO
- Unicef
- South Pacific Board of Education and Assessment (SPBEA)
- Commonwealth of learning (Absence of officer to administer the office)
- EFA and MDG Targets – are incorporated into VERM goals to address the surrounding issues
- Links and engagements with NGOs and organizations in Vanuatu (Safe the Children, Peace Corps and JOCV).

17. Human Resource Development Plans

A draft Human Resource Development Plan was developed in 2007. The purpose of the plan was to collate and analyze data and perspectives on the nation's skill needs, identify the priorities for skill development, and recommend cost-effective delivery options. The skills considered were those which would enable people to lead a sustainable and satisfying life, for employment and promotion and for setting up a business. The plan has also considered what skills the productive sectors need and what skills are needed for economic and social development. The plan is intended to be a rolling document which will be regularly updated, with inputs from various Government agencies, the private sector including industry associations and civil society. The plan is pending finalization and approval yet. One of the reasons for the delay is a delay in the process of recruiting the human resource development officer for MoE. The plan is still in its draft as of 2007. A lot still needs to be done to get the plan finalized, approved and implemented.

18. Report on Overseas Training Attendees

The only MoE officers attending overseas training in 2011 were two officers who were on a 2 year scholarship and continuing their studies from the previous year. These two were; Julia Whippy (SEO finance & budget officer) from the finance unit and John Kaltau (Human Resource Officer) from the human resource management unit. Julia was under taking a Masters program in ACCOUNTING AND FINANCIAL MANAGEMENT at La Trobe University, Bundoora, Victoria campus in Australia. John Kaltau is under taking a Masters program in MANAGEMENT STUDIES at the University of Waikato in New Zealand

19. Complaints Mechanism

The Ministry administers complaints through the office of the Director General and relates these either to the Teaching Service Commission or the Public Service Commission. Legal advice is sought from the State Law Office for all legal issues and complains.

The Ministry of Education is not aware of any investigations by the Ombudsman's Office or the Auditor General during 2011.

20. Equity Issues and Action

There is a gender desk officer (nominated) in place, task to report on CEDAW;

- Concluding comment on education sector
- Article 10 on education sector
- On common core documents on education sector

In 2011, the gender focal point officer attends a 3 months training on *Building the Capacity of National Women's Machinerics for Gender Sensitive Good Governance*, sponsored by AusAid at the Flinders University (South Australia). Also the Gender focal point officer has been sponsored by UN Women Vanuatu Office on an on-line course from September to December 2011 on *Global Development Agenda: Tools for Gender Sensitive Planning and Implementation*.

Another action taken was to ensure there is equity is in the award of scholarships. The scholarship selection board in its selection criteria considers gender equity. Donor partners also apply gender equity principles in selecting and awarding scholarships.

21. Finance Unit

The Finance Unit in the Ministry of Education has been understaffed in recent years. One senior officer was on study leave in Australia during 2010 and 2001 and will resume work in 2012. This officer was not replaced during this time. The post of PEO Finance Unit was vacant for a few years. One accountant was terminated during the year, and a temporary replacement was recruited some months later. Another officer became too ill to work, and this post was filled temporarily during the year.

Education Sector Financing

In 2011 the Ministry of Education was allocated an annual Budget of 3.857 billion vatu which was approximately about 25.5% of the total government recurrent budget. Of that budget, 3.828 billion vatu was spent expended. The cash flow issue that affects the government treasury in 2011 has resulted in the under spent in the MoE overhead.

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Of the recurrent budget, just under 80% was spent on salaries and allowances. Most of this was for teacher salaries. For developing countries, 70% of total expenditure on salaries is considered a good target. Education expenditure is needed for books, school maintenance and other operating costs to ensure quality education outcomes.

The proportion of education recurrent budget spent on salaries has reduced over recent years due mainly to the introduction of increased primary school grants, which puts more funds into schools, and the significant increase in government funded tertiary scholarships.

The Development Budget was funded by the VERM Donor Pool Partners – AusAID, NZAID and UNICEF. For 2011 the annual budget was 885.1M vatu. However, only 448.4M vatu of this was able to be utilized by the Ministry due to understaffing and over-ambitious planning.

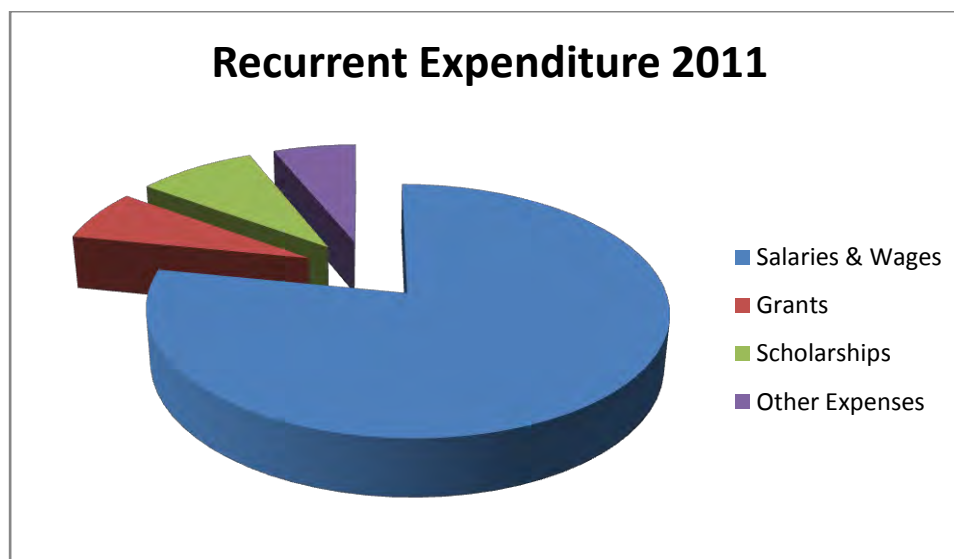
2011 Recurrent Budget and Actual

The table below shows the budget allocations and actual expenditure that was incurred by the Ministry in those various divisions and chapter heads in 2011:

Chapter Head	Activity	Details	Budget	Actual Expenditure	Variance
510	MEAA	Cabinet	44,112,959	44,704,586	591,627
540	MEBA	Office of the Director General	16,943,453	23,117,283	6,173,830
	MEBB	Office of the Director of Corporate Services	110,908,942	109,684,942	-1,224,666
	MEBC	Policy & Planning	32,876,469	25,505,230	-7,371,239
	MECA	School Support Services	157,934,062	145,758,214	-12,175,848
	MECB	Secondary Schools	1,094,430,340	1,086,478,045	-7,952,295
	MECC	Primary Schools	1,750,607,206	1,795,990,138	45,382,932
	MECD	Post secondary Schools	555,076,704	514,456,753	-40,619,951
550	MEFB	Teaching Service Commission	97,488,148	82,981,649	-14,506,499
Total MoE			3,860,378,283	3,828,676,840	-31,702,109

Source: Extracted from Vanuatu Government Smartstream

The pie chart below shows the major expenditure items under MoE Budget for 2011.



22. Fraud Control

The Ministry of Education has an Internal Audit Unit staffed by 4 officers. These officers audit the government and government-assisted schools and provincial education offices. It is planned to recruit a central systems auditor early in 2012 to expand the scope of audit work conducted.

The MoE Internal Audit unit planned to audit 120 schools (Primary & Secondary) in 2011. 114 schools were audited and more than 80 reports have been sent out to schools. In addition the Internal Audit Unit conducted 12 special investigations of which 4 were conducted centrally and 8 in schools. The nature and findings of these investigations are reported in the audit report in 2011.

In addition to these audits, the Ministry with the support of donor partners engaged a private firm to conduct an audit of the 2010 development expenditure in response to serious allegations of misuse of funds. The recommendations from this audit have been accepted by MoE management and as at 31 December 2011 almost all of the recommendations had been implemented.

23. Contact Officer

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