



Ministry of Education Annual Report

2012

Produce by the Policy and Planning Unit

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Table of Contents

Table of Contents.....	1
Tables and Figures	2
Foreword from the Director General	3
1. Organization Chart.....	4
2. Human Resource Management.....	8
3. Ministry Functions, Vision, Mission and Objectives of VERM.....	9
3.1. Ministry Function.....	9
3.2. Vision.....	9
3.3. VERM Objectives.....	9
4. Policy and Strategy Context	11
4.1. Government of Vanuatu Strategic Directions	11
4.2. Education Policy Statement.....	11
4.3. Vanuatu Education Road Map (VERM).....	11
4.4. Joint Partnership Arrangement and Tripartite Grant Funding Arrangement	
12	
5. Vanuatu Education Road Map Priority Strategies.....	12
5.1. VERM Priority Strategies.....	12
5.2. Education Sector Priorities.....	13
6. Vanuatu Education Road Map Performance Assessment Framework (VERM PAF)	
18	
7. Main Activities of the Ministry and the Services provided	22
8. Budget Narrative Means of Service Delivery and Progress.....	22
9. Service delivery issues.....	26
10. Major Emerging Issues	26
11. New Policies.....	27
12. Legislation.....	27
13. Portfolio legislation and any transfer of responsibility in 2011	27
14. Statutory Authorities.....	28
15. International Agreements or Commitments	28
16. Human Resource Development Plans.....	28
17. Report on Overseas Training Attendees.....	29
18. Complaints Mechanism.....	29
19. Equity Issues and Action	29
20. Finance Unit.....	29
20.1.1. Recurrent Funds.....	29
20.1.2. 2012 Recurrent Budget and Actual.....	30
20.2. Development Funds	31
21. Fraud Control	32
Contact Officer	32

Ministry of Education Annual Report

Tables and Figures

Table 1: Table showing the number and status of the Ministry of Education officers by units in 2012	8
Table 2: Table showing progress made and or failures against the Vanuatu Education Road Map (VERM) priorities, and plans for 2013	13
Table 3: Performance Assessment Framework Report 2010 – 2012	18
Table 4: Ministry Cabinet means of service delivery and progress	22
Table 5: Office of the Director General means of service delivery and progress	23
Table 6: Administration and finance means of service delivery and progress	23
Table 7: Policy and Planning means of service delivery and progress	24
Table 8: School Support Services Administration means of service delivery and progress	24
Table 9: Secondary Schools means of service delivery and progress	25
Table 10: Primary School means of service delivery and progress	25
Table 11: Post-Secondary means of service delivery and progress	25
Table 12: Teaching Service Commission means of service delivery and progress	26
Table 13: Table showing the Budget Allocations and Actual Expenditure, incurred by the Ministry according to the various Divisions and Chapter Heads in 2012.	30
Figure 1: Approved organization structure for the office of the Director General	4
Figure 2: Approved organization structure for the division of Administration and Finance	5
Figure 3: Approved organization structure for the division of Policy and Planning	6
Figure 4: Approved organization structure for the division of Education Services	7
Figure 5: Number of the Ministry of Education Officers and their Employment Status from 2010 - 2012	8
Figure 6: Pie Chart Showing the Major Expenditure Item under the Recurrent Budget for 2012	31
Figure 7: Pie Chart shows the development expenditure by different cost centers of which the funds are allocated, in 2012.	31

Ministry of Education Annual Report

Foreword from the Director General

Dear, Honorable Minister,

I have the honor in submitting to you the 2012 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 2012 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.



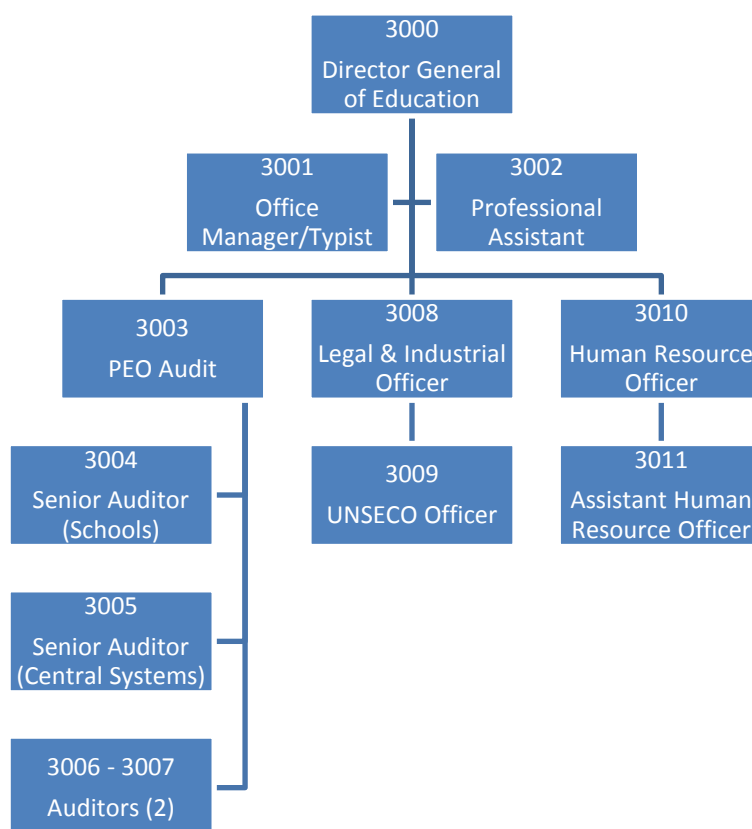
Jesse Dick Joe
Director General, Ministry of Education

1. 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.

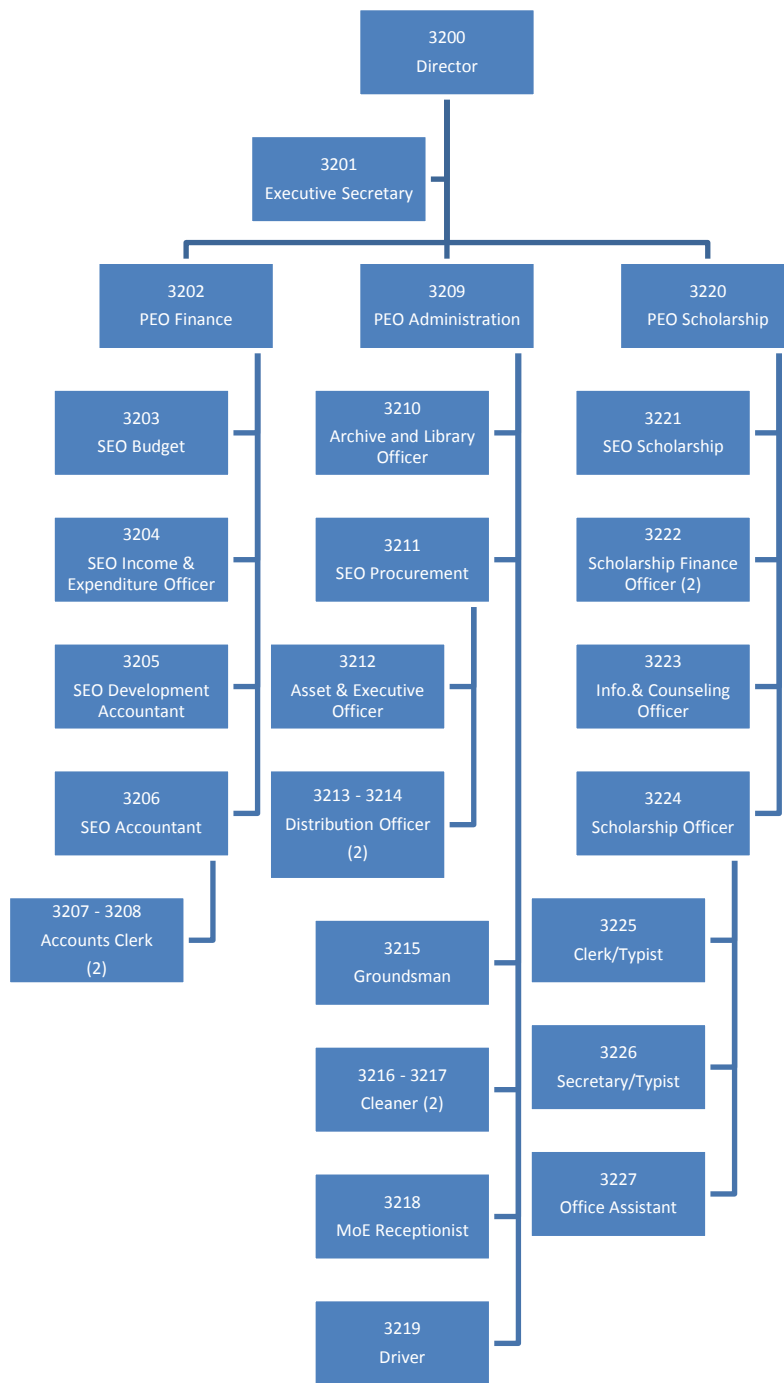
Until 2006, the MoE's organizational structure had 7 Director Positions. In 2007, a review of the MoE organization structure was made and the 7 Director positions were reduced to 2. The 2 Directors were responsible for the 2 Divisions, particularly the Division of Corporate Services and the Division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

Figure 1: Approved organization structure for the office of the Director General



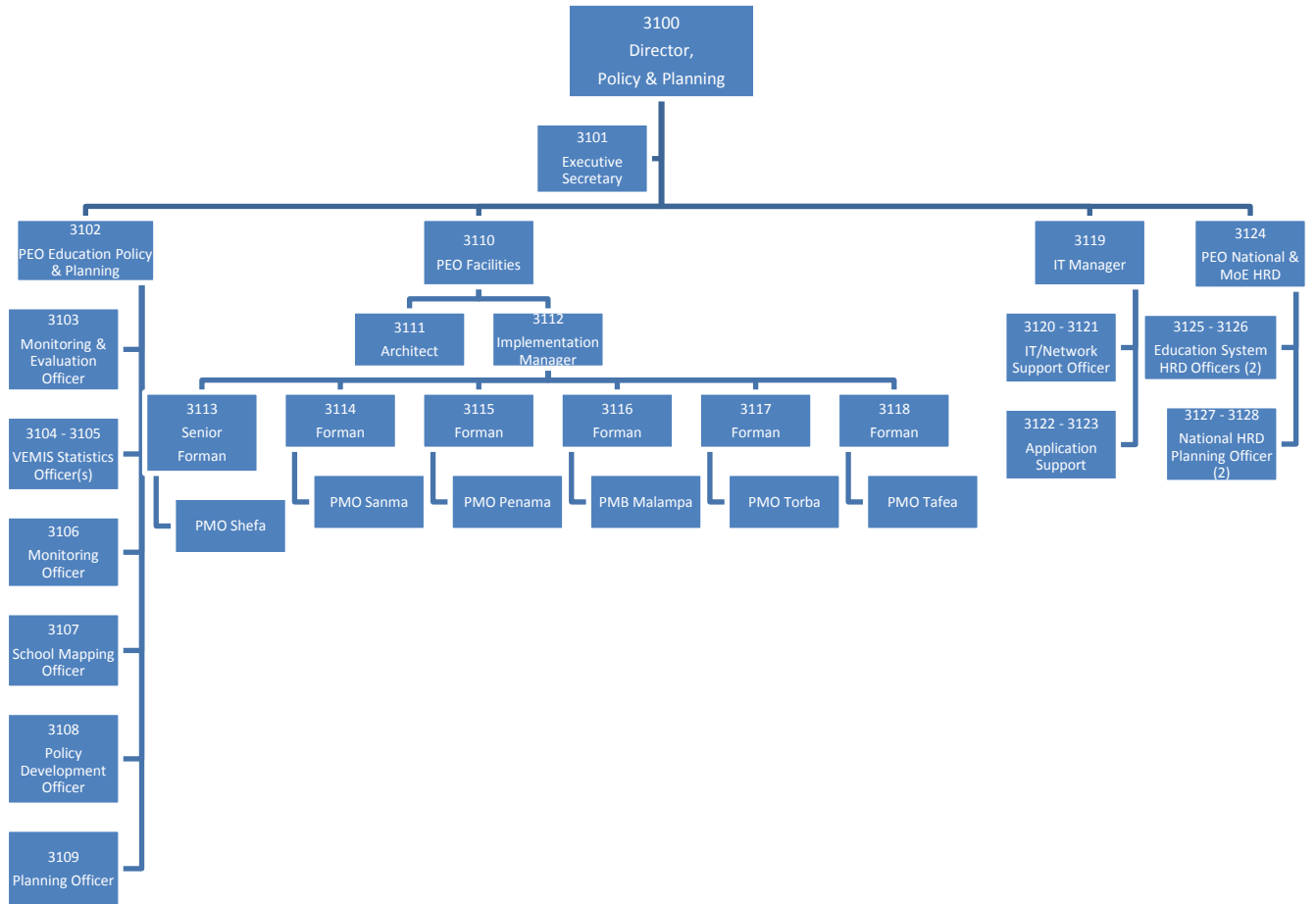
Ministry of Education Annual Report

Figure 2: Approved organization structure for the division of Administration and Finance



Ministry of Education Annual Report

Figure 3: Approved organization structure for the division of Policy and Planning



Ministry of Education Annual Report

Figure 4: Approved organization structure for the division of Education Services



2. Human Resource Management

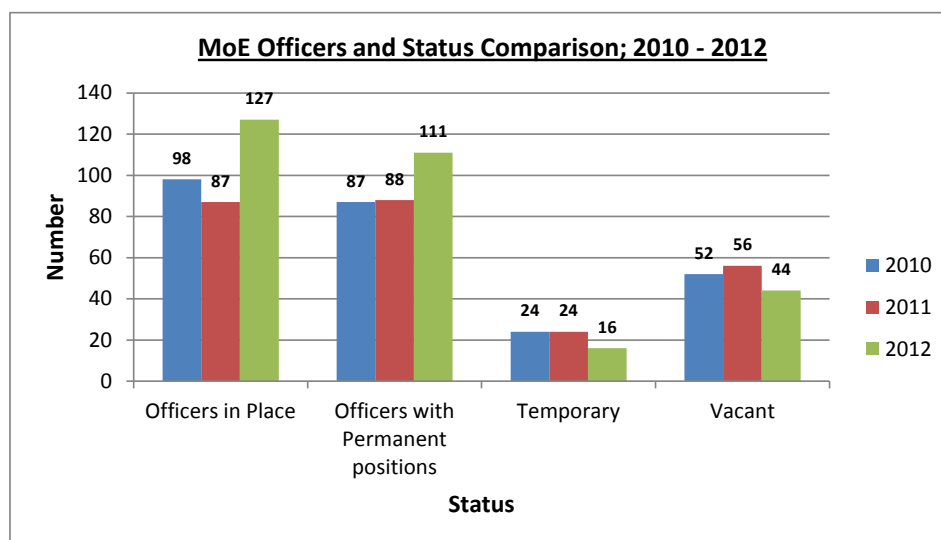
A report produced by the Human Resource Management Unit on the number of positions and the status of officers within the Ministry of Education structure has revealed the following information in the table beneath, in 2012;

Table 1: Table showing the number and status of the Ministry of Education officers by units in 2012

Status	Director Generals Office	Administration & Finance	Policy and Planning	Education Services	Total
Total Positions	14	28	29	100	171
Officers in place	11	23	14	79	127
Permanent	10	18	14	69	111
Temporary¹	1	5	0	10	16
Vacant	3	5	15	21	44

Source: MoE Human Resource Management Unit

Figure 5: Number of the Ministry of Education Officers and their Employment Status from 2010 - 2012



Comparison of 2010 – 2012 HR data shows that the unit has done a lot in 2012 to recruit around 40 personnel's, both on permanent or temporary basis to meet the high demand of human resources within the MoE structure, in order to effectively manage and deliver quality education to all schools.

¹ Note that temporary in this situation means either an officer is recruited under a contract or in some cases officers position no longer exist in the new structure therefore appointed as acting in another position awaiting formalization.

3. Ministry Functions, Vision, Mission and Objectives of VERM

3.1. 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).

3.2. 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 focuses on three key strategic goals; that is to improve access, to improve quality and to strengthen management. VERM's primary 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.

3.3. VERM Objectives

The Ministry of Education is working towards these specific objectives developed from the 3 key broad sectoral objectives i.e. to improve equitable Access to Education for all people, to improve Quality of education in Vanuatu and to strengthen the Management of the education system. Below are the 21 objectives that will guide the implementation of VERM from 2010 - 2012.

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.

Ministry of Education Annual Report

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

4. Policy and Strategy Context

4.1. 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". Section of this document sets out the Government's strategic directions for education and human resource development of which four policy objectives are adopted to guide the Ministry of Educations programs and activities. The four strategies are;

- 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 reviewed and published the *Planning Long and Acting Short: Action Agenda for 2009-2012*. This document endorsed a policy priority for Human Resource Development of which three main strategies were proposed for education. The initial focus is 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

4.2. Education Policy Statement

In mid-2009, the Government of Vanuatu through the Ministry of Education issued the "*Education Policy Statement 2010 – 2015*". The government's intention was to approve an official policy statement on education that will provide policy direction to the Education Sector and to guide the implementation of the activities of the *Vanuatu Education Road Map*.

4.3. Vanuatu Education Road Map (VERM)

Also in 2009, the Government of Vanuatu through the Ministry of Education developed a more focused plan that provides a comprehensive strategic direction for the whole of the education sector, and specifically supports the Ministry's progress towards the MDG goal 2 and 3. As a result, the three year support program (the *Vanuatu Education Road Map*) was developed.

Below are the key targets to be achieved through the *VERM* program:

- 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.

4.4. Joint Partnership Arrangement and Tripartite Grant Funding Arrangement

The Ministry of Education depends heavily on its donor partners for funding of its programs due to a larger consumption of its government budget share going towards its payroll. 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 Partnership Agreement lays out specific instruction for the Ministry and the donors on what and how things are to be done while implementing VERM programs.

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.

5. Vanuatu Education Road Map Priority Strategies

5.1. VERM Priority Strategies

The Ministry of Education has developed 8 central strategies to 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 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. Find in the table beneath are the 8 priority strategies, the progress achievement or failures and the plans for the following year;

5.2. Education Sector Priorities

Table 2: Table showing progress made and or failures against the Vanuatu Education Road Map (VERM) priorities, and plans for 2013

Vanuatu Education Road Map Priorities	Progressive Achievements and or Failures	Plans for 2013
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 introduces the Universal Primary Education policy in 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>	<ul style="list-style-type: none"> • 2012 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. • 1% increase in primary enrolment in 2012 compared to 2011 • 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. 	<ul style="list-style-type: none"> • The Ministry will continue to pay grants to all government and government-assisted primary schools. • The ongoing School Based Management support project is implemented to assist schools in planning and budgeting and to better manage their grants to target the achievement of the Minimum Quality Standards.
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 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</p>	<ul style="list-style-type: none"> • Uncompleted 2011 classrooms were all completed in 2012. • Construction of the VITE double story classroom is near completion. • Hybrid classroom piloted at takara was completed • New class room facilities development is one of the major concerns for MoE. Facilities development often 	<ul style="list-style-type: none"> • MoE to Liaise with pool partners to secure funding in new design to outsource the analysis of asset management for all schools • MoE to Liaise with PMO, MFEM and Lands about possible means to secure school land tenure • MoE to continue with the

Ministry of Education Annual Report

<p>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>takes longer than originally planned</p>	<p>development of hybrid building support by the development partners</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>	<ul style="list-style-type: none"> • A further 1 % increase in the primary enrolment figures for 2011 in 2012. • 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. • Other set back saw the delay in the approval of the Education in Emergency (EiE) policy. 	<ul style="list-style-type: none"> • Coordinate development programs to improve teacher management in classroom • Coordinate teacher placement. Postings will be assessed to ensure that there is fair teacher distribution to all schools in all provinces. • Implement 100math • Develop ECE policy guidelines and implementing framework. • Develop ECE curriculum • Support schools to develop and implement disaster preparedness and risk management plan • Continue with the National Awareness Campaign for the Inclusive Education Policy and Plan of Action

Ministry of Education Annual Report

4. Curriculum Development		
<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>	<ul style="list-style-type: none"> • Awareness on the curriculum statement have been distributed to the all stake holders • Curriculum writing for the following; K-3, 4-6 has been completed and approved by NEC. • Curriculum development for yrs. 11-13 is at its final stages for completion • Support materials titles for yrs. 1-6 has been decided on and awaiting procurement • Temporary appointment of a coordinator has been made to coordinate the development of teacher guides. 	<ul style="list-style-type: none"> • Procure and tender for syllabuses for yrs. 1 – 6. • Procure and distribute yrs. 1-6 support materials. • Finalize book design, layout and formatting for yrs. 11-13 curriculums. • NEC to approved yrs. 11-13 curriculums. • Tender for support materials for yrs. 11-13. • Consultation for writing development for yrs. 7-10
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>	<ul style="list-style-type: none"> • 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). • Harmonized curriculum at VITE was implemented and progress reviewed. • Teacher training modules of Primary Education Improvement Training (PEIT) was expanded and successfully delivered in the provinces, 	<p>Plan in place to continue discussion with USP/VITE/MoE and ISU regarding;</p> <ul style="list-style-type: none"> • bridging courses for Untrained primary teachers without completing secondary education • Teaching diploma for Degree holders secondary with a degree in a subject area

Ministry of Education Annual Report

	<p>targeting uncertified and multi-grade teachers.</p>	<ul style="list-style-type: none"> • Upgrading of VITE lecturers qualifications and to continue with the implementation of the harmonized curriculum in VITE.
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>	<ul style="list-style-type: none"> • 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. • A senior HRM officer and a PEO HRD officer are recruited together with several key officers within the department. 	<ul style="list-style-type: none"> • Develop a draft HR Development and Training Strategy for MoE. • Reviewing organizational structure, job descriptions, costing and grading systems for TSC and PSC staff.
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>	<ul style="list-style-type: none"> • Government policy on the Universal Primary Education is implemented (School grant) • Vanuatu National Curriculum Statement approved and distributed to all schools and stakeholders • The approved ECE policy distributed; awareness on the policies was conducted. • The approved IE policy printed and distributed. Awareness workshops conducted on the policy. • Procurement policy and processes for MoE was approved by the DG and to be implemented 	<ul style="list-style-type: none"> • 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

Ministry of Education Annual Report

8. Planning, Management and Coordination		
<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>	<ul style="list-style-type: none"> • VERM is a three year support program which ends in 2012. A transitional plan was developed late in 2012 to bridge VERM and the new program design (VESP) which is to begin in mid-2013. <p>Other achievement are;</p> <ul style="list-style-type: none"> • The re-appointment of a permanent DG by the Public Service Commission (PSC) to MoE. • The Corporate Plan was reviewed and rewritten. • The recurrent budget was extensively reviewed and partially restructured, with plans to continue the restructuring in 2013. 	<ul style="list-style-type: none"> • Plan in place to continue to implement School Based Management support in provinces; • Train and support all provincial education offices in planning and budgeting. • Recruit additional officers to support planning and policy making activities within the Ministry. • Coordinate survey on the impact of school grant • Roll out school base management planned trainings to all provinces.

6. Vanuatu Education Road Map Performance Assessment Framework (VERM PAF)

A Performance Assessment Framework was developed in order to monitor progress against the priorities of the Vanuatu Education Road Map (VERM) that are supported by the Development Partners. The following indicators set the basis to track progress achieved during the VERM program, 2010 - 2012. These indicators are consistent with the Government of Vanuatu policy on Education.

The base line data that was use in PAF was collected from the Vanuatu Education Management Information System (VEMIS). The MOE will be developing an effective tracking system to ensure that areas where consistent monitoring is required are not overlooked. Note that the indicators below are for government and government-assisted schools.

Table 3: Performance Assessment Framework Report 2010 – 2012

No	Indicator	Baseline (year)	2010	2011	2012	Interim Target (2012)	Program Target (2015)	Source
Strategic Goal 1: To increase equitable access to education for all people at all levels of education in Vanuatu								
1A	Primary school parental contributions (VT / yr., range)	600 - 15,000 (2010)	600 – 15,000	600 - 15,000	600 - 15,000 ²	no school fees	no school fees	Annual VEMIS survey results/IAU
2	Net Enrolment Rate (NER) in year 1 (%)	36.0 (2008)	43.0	41.2	39.0	45	98	VEMIS/statistical report
3	Net Enrolment Rate in years 1 to 6 (%)	82.3 (2008)	88.1	87.9	86.7	90	95	VEMIS/ statistical report
4	Survival Rate to year 6 (%)	75.8 (2007)	74.6	69.5	0 ³	85	90	VEMIS/ statistical report
5	Transition Rate from year 6 to year 7 (%)	90.9 (2008)	78.1	76.7	0 ⁴	90	98	VEMIS/ statistical report

² Range of parental contribution of up to 15,000 vatu applies only to urban primary schools. All rural Government primary schools no longer charges contribution. Some Government assisted primary schools in the rural still charge contributions but at a rate of < 10,000 vatu.

³ The survival rate to years 6 for 2012 can only be calculated once the 2013 data is collected.

⁴ Transition rate from year 6 to 7 for 2012 can only be calculated once 2013 data has been collected. The transition rate from year 6 to year 7 for 2010 and 2011 was calculated from the raw data presented on page 23 of the 2010/2011 statistical report. It represents the proportion that has made it to years 7 as presented in the table.

Ministry of Education Annual Report

6	Survival Rate to year 13 (%)	18.8 (2007)	9.7	5.1	0 ⁵	15	20	VEMIS/ statistical report
Strategic Goal 2: To improve the quality of education in Vanuatu								
7	Primary school teachers certified (Grade 1-6) (%)	50.5 (2008)	69	67	57.3	60	75	VEMIS
8A	Early grade reading (Anglophones schools only at this stage) Grade 1 (%)	<1 (2010)	<1 ⁶ Conducted by world bank	No Assessment conducted in 2011	No Assessment conducted in 2012. MoE does also need to come up with its own survey on early grade Mathematics assessment.	Van EGRA and Van EGMA conducted and results analyzed to improve on	5	Vanuatu Early Grade Reading Assessment (VanEGRA) Baseline Survey; 2010
8B	Early grade reading (Anglophones schools only at this stage) Grade 2 (%)	5 (2010)	5 Conducted by world bank				15	
8C	Early grade reading (Anglophones schools only at this stage) Grade 3 (%)	24 (2010)	24 Conducted by world bank				35	
9A	Year 4 literacy level (VANSTA) Anglophone (L3+) (%)	23 % (2009)	No VANSTA test conducted in 2010, 2011 or 2012. Remedial work on the Assessment Resource Tool for Teaching and Learning (ARTTLe) used in schools is ongoing. The focus is to address the weaknesses highlighted in the analysis of the 2009 VANSTA results before			Ongoing remedial work (ARTTLe/Van LET) to address weaknesses highlighted in the analysis of	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
9B	Year 4 literacy level (VANSTA) Francophone (L3+) (%)	23.5 % (2009)					35 %	
10A	Year 4 numeracy level (VANSTA) Anglophone (L3+) (%)	41 % (2009)					50 %	

⁵ The survival rate to year will be calculated once the 2013 data is collected.

⁶ The Anglophone figures for the Early Grade reading assessment for years 1, 2 and 3 were obtained from the baseline survey conducted by the World Bank in 2010. No assessment conducted in 2011 or 2012.

Ministry of Education Annual Report

			another VANSTA is conducted.			results		
10 B	Year 4 numeracy level (VANSTA) Francophone (L3+) (%)	31 % (2009)					40 %	
11	Textbook: pupil ratio (Year 1 to 6)	2.65: 1 (2008)	3: 1	3: 1	3: 1 ⁷	2: 1	1: 1	VEMIS statistical report
12	Pupil: classroom ratio (primary schools)	22.2 (2008)	21:1	21:1	22: 1 ⁸	23	30	VEMIS statistical report
13	Gender Parity Index for NER years 1 to 6	1.00 (2008)	1.01	1.02	1.01 ⁹	1.00	1.00	VEMIS statistical report
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	No data available	91 %	97.4 % ¹⁰	100%	100%	Internal Audit (MoE)
15	Non-payroll share of education budget (%)	12.0% (2009)	21 %	23 %	24 % ¹¹	22 %	30 %	Financial Report 2009-2012 (Finance Unit)
16	Approved sub-sector policy statements	0	0	2 (ECE/IE)	0	5	9	As reported in MOE Annual Report
17	Annual Work Plan (AWP) developed	-	AWP developed on time	AWP Developed and published before 31 st	AWP for the 1 st 6 months of 2013 developed and finalized	By 31 Dec	By 31 Dec	Endorsed in writing by VERM SC for 2011-2015

⁷ Text book to pupil ratio for years 1 to 6 for 2010, 2011 and 2012 has been rounded to the nearest whole number. The ratio shows that in 2010, 2011 and 2012 a total of 3 textbook is available to one child. The ratio provided is the average, based on the provincial ratio of text book to pupil. Refer to definition of textbooks on page 50 of the 2010/2011 statistical report.

⁸ Pupil to classroom ratio for primary (years 1-6) has been rounded to the nearest whole number.

⁹ Gender parity index for NER years 1-6 shows that there are slightly more females than male students in primary in 2010, 2011 and 2012. Refer to page 25 of the statistical report 2010/11 for detail information.

¹⁰ The interim target and the program target are for all government and government assisted schools to have an approved bank account. The challenge is that some schools are so remote that having a bank account will be costly and also because of the delay to approve the account of the newly registered schools under the authorities.

¹¹ Non payroll share of the education budget for 2010, 2011 and 2012 is derived from the budget figures for the respective years.

Ministry of Education Annual Report

				Dec 2011	in Nov 2012			
18	VERM implementation and performance a. Annual expenditure b. School Grants and Support for School Grants Outputs c. All other Outputs	84% (2010)	84 % ¹²	58 % ¹³	48 % ¹⁴	95%	99%	Vision Development Funds report. (VERM financial expenditure report)

The above Performance Assessment Framework highlights the achievement that the Ministry of Education has made in terms of improving access to primary schooling, improving quality and improving management. The general findings from the Performance Assessment Framework shows that very little to no improvement at all is made in these three areas of improving access, quality and management. The poor result above significantly meant that the Ministry of Education has a huge task ahead, and that is to determine what has gone wrong. Also to revisit its plans, the implementing strategies, its resources and the level of support and management bestowed to achieve its goals.

¹² 84 is a percentage of the expenditure of the actual fund release. It is not the percentage of the overall expenditure against the VERM 2010 budgeted revenue.

¹³ 58 is the overall percentage of VERM expenditure against the annual budgeted revenue for 2011.

¹⁴ 48 is the overall percentage of VERM expenditure against the annual budgeted revenue for 2012 as of 31st October.

Ministry of Education Annual Report

7. Main Activities of the Ministry and the Services provided

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

- 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 and the Teaching Service Commission 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, and the Inspectors which they have been revitalized into school improvement officers under the School Base Management program.

8. Budget Narrative Means of Service Delivery and Progress

The following Performance Measures were defined in the 2012 Budget Narratives.

Table 4: Ministry Cabinet means of service delivery and progress

Description	Implementation Progress
Provision of policy advice and communications support to the Minister of Education	Done and is Ongoing
Coordination of the support services provided to the Minister	Ongoing support provided to Minister by cabinet officers and department managers
Monitoring of the implementation of Government policies by overseeing the coordination of different roles and responsibilities of different parts of the education sector	Monitoring of the implementation of government policies is ongoing.
Facilitation of the attendance of the Minister at educational conferences at the national, regional and international level	Done
Facilitation of the visits of the minister to schools, workshops, training sessions and other appropriate education activities	Done

Ministry of Education Annual Report

Table 5: Office of the Director General means of service delivery and progress

Description	Implementation Progress
Oversees and assures coordination of the activities of all Ministry departments, development partners, key stakeholders within government, schools and school authorities and civil society	Ongoing
Liaise with the Provincial Education Boards, Government Assisted Education Authorities and other organizations in the planning and development of education in Vanuatu.	Ongoing
Monitor performance of the education sector to ensure that it is consistent with government policy, legislation and regulation, and directs remedial actions where this is found to be the case	Continuous monitoring of the education sector is provided through coordinated reporting's and ongoing
Coordinates planning of new developments in the field of education and ensures that the Vanuatu education road map (VERM) is being effectively implemented	Done
Ensures there is representation of the government at educational conferences at the national, regional and international level	Government is well represented in all national, regional and international conferences.
Operates secretariat for the Vanuatu National Education Commission	Ongoing
Ensures effective functioning of the Vanuatu National Commission for UNESCO	Ongoing
Arrange and conduct recruitment to ensure that the Ministry is fully staff at all times	Done and is ongoing.
Provide monthly reports on HR performance to the executive	Partly done.

Table 6: Administration and finance means of service delivery and progress

Description	Implementation Progress
Maintain the payroll system for all employees to ensure accurate and timely payments	Ongoing
Provide budget and accounting services to the Ministry of Education	Ongoing
Provide monthly reports on income and expenditure to the executive	Partly done. Finance officers are determined to improve
Manage the day to day operations, logistics and maintenance of Ministry operations, facilities and equipment	Difficult at times due to unforeseen circumstances or unplanned spending

Ministry of Education Annual Report

Table 7: Policy and Planning means of service delivery and progress

Description	Implementation Progress
Providing policy Planning and Research Services and reviewing, designing and establishing clear procedures	Have begun with the provincial planning workshops in 2012. The will be continuous support in this area
Establishment and maintenance of proper consultative processes for the systematic appropriate information capture to inform planning and decision making.	The establishment of the School base management (SBM) unit will assist to establish systems at school level to capture vital information necessary for planning.
Effective monitoring of agreed performance indicators for the education system	Monitoring unit is set up. It is now equip with two officers. Monthly management reporting's ongoing.
Advise the executive and stakeholders on the formulation, implementation, monitoring and evaluation of education and training sector plans, programs and projects	Partly done. Ongoing
Conduct, manage and coordinate statistical, school mapping and education management information activities using the VEMIS system.	Partly done. 2012 Statistical report is in draft. School mapping report is
Plan, manage, coordinate and provide training and development services	Ongoing

Table 8: School Support Services Administration means of service delivery and progress

Description	Implementation Progress
Oversight and coordination of all the administrative and professional affairs of the schools and provision of administrative and professional support to the different units within the education services program.	PEO's and Head of schools and principal's and education authorities' workshop has been conducted earlier in the year aimed at improving management at province and school level.
Development and maintenance of the national curriculum is the responsibility of the CDU. This function involves provision of curriculum statements, examination prescriptions, teacher guides and learning resources to all schools in Vanuatu.	In 2012 a review of the national curriculum was undertaken. The review work is still in progress. Next phase of work will now focus on developing supporting materials
Development and coordination of the production of examination papers, administration of the examinations, and analysis of the results and production of reports, using the services of assessment officers, provincial staff, chief examiners, moderators and the South Pacific Board of Education Assessment	Numerous workshops have been held to ensure proper administering of assessment and exams are carried out.
Facilitation of the work of the inspectorate and advisory unit by conducting regular inspections of teachers and schools	The inspectors have been taken on board the SBM unit. The scope of their work has been changed from inspectors to school improvement officers.
Support of the teacher education functions of the Vanuatu institute of Teacher Education through its pre-service and in-service teacher training programs	Coordination of the pre-service and in-service teachers training programs is well coordinated.
Support of the operations of the provincial	The PEO's and representative from the

Ministry of Education Annual Report

education offices and assisted education authorities by providing them with adequate resources to implement government plans and policies	education authorities are part of the team that participated in the workshop earlier in the year. Support to them is ongoing
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Table 9: Secondary Schools means of service delivery and progress

Description	Implementation Progress
Delivery of knowledge, skills and understanding that achieves the objectives of the secondary school curriculum	Secondary school curriculum review for years 11-13 is complete and approved. Review for Years 7-10 is underway.
Provision of administrative and professional support to secondary schools throughout Vanuatu. This will include onsite support for heads and teachers by subject advisors, provision of grant funding, access to teaching/learning materials, guidance on development of school plans	Partly done, work is ongoing
Planning, management and development of human resources and physical facilities in secondary schools. This will include in-service training for teachers, assistance with the development of campus facilities and guidance on the development of school plans.	Partly done, work is ongoing

Table 10: Primary School means of service delivery and progress

Description	Implementation Progress
Delivery of knowledge, skills and understanding that achieves the objectives of the secondary school curriculum	Primary school curriculum review for years 1-6 is complete and approved. Work is underway to develop teachers guide.
Provision of administrative and professional support to secondary schools throughout Vanuatu. This will include onsite support for heads and teachers by subject advisors, provision of grant funding, access to teaching/learning materials, guidance on development of school plans	Grants are paid to government and government assisted primary schools. Zone curriculum advisors do regular onsite monitoring visits to school and advice on any mal practices.
Planning, management and development of human resources and physical facilities in primary schools. This will include in-service training for teachers, assistance with the development of campus facilities and guidance on the development of school plans.	In-service training of untrained teachers is ongoing. A hybrid building is piloted at takara (using locally relevant materials and involves local community support.

Table 11: Post-Secondary means of service delivery and progress

Description	Implementation Progress
The provision of scholarships	Work is ongoing
The provision of education at Vanuatu's tertiary education institution (VITE, USP and VIT)	Approximately 80 students have graduated at VITE in 2012
Report on programs in business/finance, tourism and hospitality and new courses to	Partly done. Follow up will be made.

Ministry of Education Annual Report

director general of education by year end	
Provision of TVET in VITE and secondary technical colleges.	Support is rendered to these institution in terms funding and human resource
Improve internal coordination of programs within institution	Support is ongoing.
Planning, management and development of human resources and physical facilities in tertiary institutions	Support is ongoing.

Table 12: Teaching Service Commission means of service delivery and progress.

Description	Implementation Progress
Appointment of new teachers	Ongoing
Assessed performance of teachers in order to confirm or dismiss base on recommendation from the inspection unit and advice finance in relation to termination of entitlements	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

9. Service delivery issues

Apart from the overall Ministry's priority areas, quality improvement is considered a core component for the internal performance and management within the central level, cascading down to the provincial level and school level. 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
- Review and development of curriculum materials
- Teacher training

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.

10. 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.

Ministry of Education Annual Report

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 the staffing needs are addressed, the few available staff will be continued to be overworked, which may in returned continue to affect the overall performance of MoE.

Lack of appropriate plans and procedures in place to address the issue of quality is another concern. In most cases, the plans and procedures exist but are not implemented and or adhered to. These hitches are also link to the surrounding issues of the MoE structure.

11. 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, in a form of grants payment directly to primary schools NBV accounts.

Since then, there are 4 policy papers (Early Childhood Education, Inclusive Education, and Education in Emergency and the Education Language Policy) that the Ministry of Education has developed to govern the implementation of MoE activities. Two of the policy papers (ECE and IE) have been approved and detail plans of implementation has been developed. Work is ongoing to have the two policy papers (EiE, and the ELP) approved, but effort in 2012 falls unsuccessful. The ELP is mostly affected, as it is still in its consultation phase.

12. Legislation

The Ministry of Education administers the following legislations and institutions;

- 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)

13. Portfolio legislation and any transfer of responsibility in 2011

There is no new legislation passed for the Education portfolio during 2012, except for the review. An advisor was contracted under VERM on ad-hoc basis to review the Education Act and Regulation Orders, and the Teaching Service Act. Proposed amendments to this legislation are to be submitted to the Minister for review before he refers them to the Council of Ministers and then to be passed by the Parliament.

Ministry of Education Annual Report

The consultation and reviewing of the MoE structure is underway. It is assumed that the review of the MoE structure will ensure there are better alignment of the structure with the revised legislations to address the current MoE policies and the MoE priorities, outlined in the Vanuatu Education Road Map.

14. 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)

15. International Agreements or Commitments

The Government through the Ministry of Education has been a signatory with a number of these regional and international agencies: below are the agencies by which the government through the Ministry of Education is working closely with;

- 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).

16. Human Resource Development Plans

A national skills strategy report was developed in 2011. This report collates and analyzes 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 report has also considered what skills the productive sectors need and what skills are needed for economic and social development. The report 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 Ministry of Education is yet to align itself to the strategy by developing a more detail plan for the development of its staff.

17. Report on Overseas Training Attendees

There is one officer on scholarships in PNG in 2012. Details of the scholarship awarded have been withheld at this point. Apart from that, a number of officers have been overseas for workshops and short term trainings.

18. 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 2012.

19. 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 attended a 3 months training on *Building the Capacity of National Women's Machineries 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 the ministry has taken was to ensure there is equity in the awardees 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.

20. Finance Unit

The Finance Unit of the Ministry of Education has been fully staffed this financial year 2012, compared to the past financial years. The post of PEO Finance was permanently recruited along with SEO Accountant, SEO Budget, SEO Income & expenditure, SEO Development and the two Accounts Clerks.

20.1. Education Sector Financing

20.1.1. Recurrent Funds

In 2012 the Ministry of Education was allocated an annual Budget of 3,904,962,695 vatu (Budget 2012, Vol. 1 & 2) which was approximately 24.13% of the total government appropriated recurrent budget (16,179,721,466 vatu). Of the total appropriated budget, a total of 3,952,461,853 vatu was expensed.

Ministry of Education Annual Report

Within the recurrent appropriated budget, approximately 75.34% was spent on salaries & wages, allowances and VNPF contributions. Most of these payroll expenditures are for Vanuatu Secondary and Primary School teachers of both government and government assisted schools.

Of the remaining 24.66%, about 10.6% was spend on the government scholarship students, 7.89% was spend on grants such as operating grants to the six provincial offices, institutional grants to VIT and VITE, and school grants to the government and government assisted primary and secondary schools. The remaining 6.16% was then used on the Ministry of Education's administration costs.

20.1.2. 2012 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 2012:

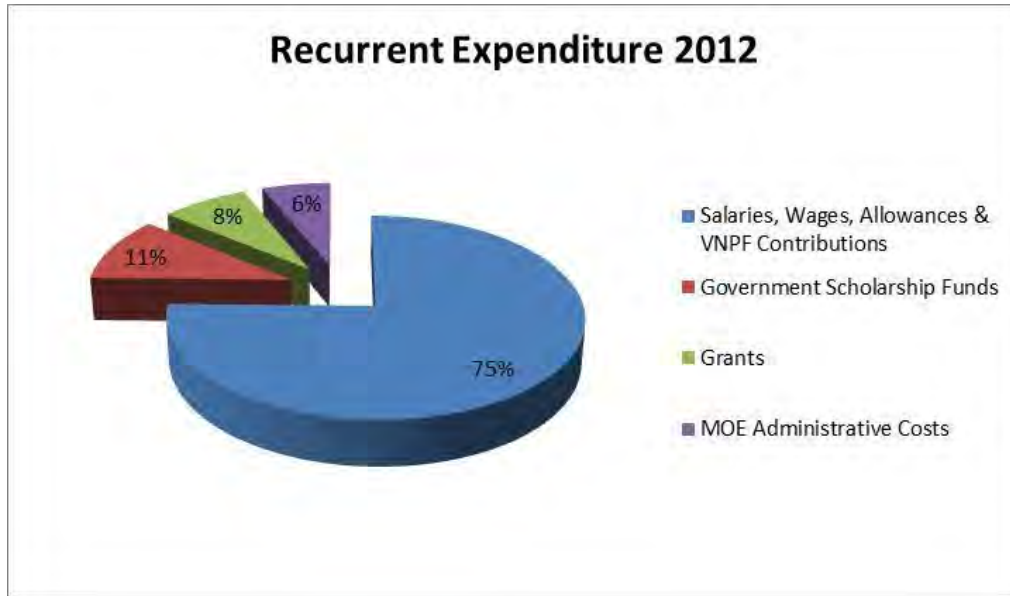
Table 13: Table showing the Budget Allocations and Actual Expenditure, incurred by the Ministry according to the various Divisions and Chapter Heads in 2012.

Chapter Head	Activity	Details	Budget	Actual Expenditure	Variance
510	MEAA	Cabinet	45,286,490	45,457,009	-170,519
540	MEBA	Office of the Director General	25,982,170	26,331,633	-349,463
	MEBB	Office of the Director of Corporate Services	94,357,651	94,389,478	-31,827
	MEBC	Policy & Planning	44,508,684	44,485,095	23,589
	MECA	School Support Services	149,344,857	151,489,926	-2,145,069
	MECB	Secondary Schools	1,110,018,969	1,137,105,547	-27,086,578
	MECC	Primary Schools	1,741,734,090	1,756,635,298	-14,901,208
	MECD	Post-Secondary Schools	586,057,185	592,307,224	-6,250,039
550	MEFB	Teaching Service Commission	107,672,599	104,260,643	3,411,956
Total MoE			3,904,962,695	3,952,461,853	-47,499,158

Source: Extracted from Vanuatu Government Smart stream (25/01/2013)

Note that the figures in the above table are subjected to change should the final report from the smart stream be release later in March.

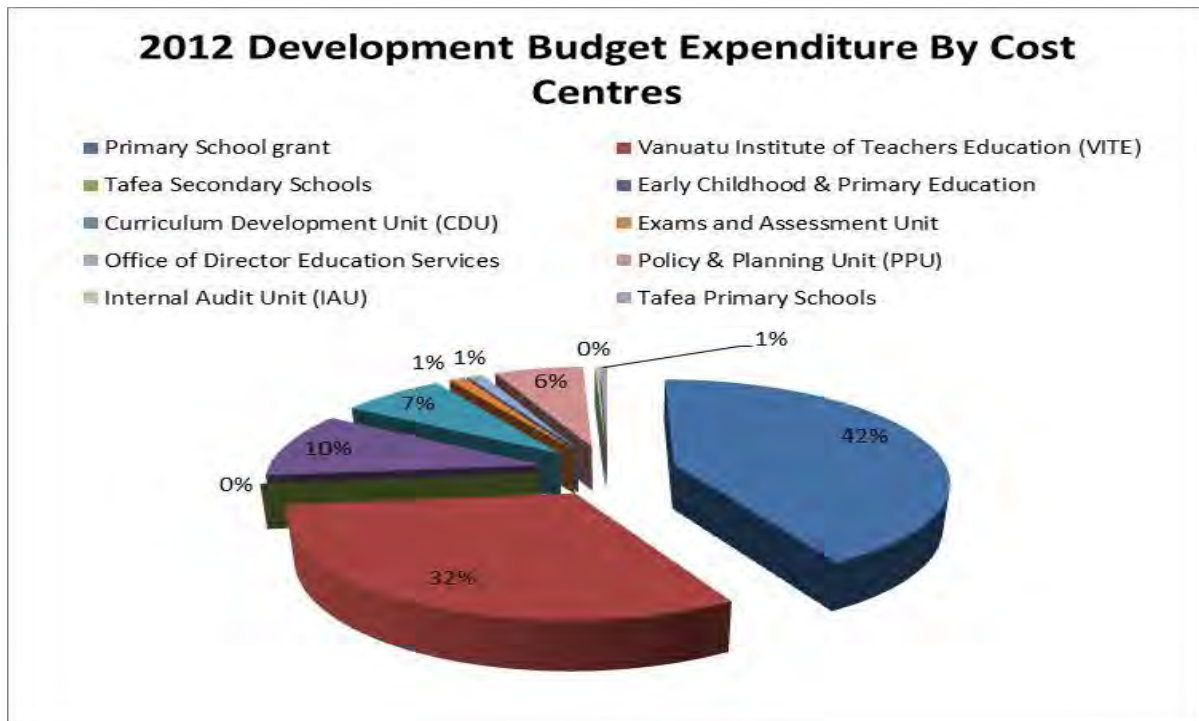
Figure 6: Pie Chart Showing the Major Expenditure Item under the Recurrent Budget for 2012



20.2. Development Funds

The Development Budget was funded by the Vanuatu Education Road Map (VERM) Donor Partners (AusAid, NZAid & UNICEF). The total annual development budget was 1,024,545 vatu but only 712,208,879 vatu was the actual revenue received, of which only 542,314,077 vatu of the total amount was utilized.

Figure 7: Pie Chart shows the development expenditure by different cost centers of which the funds are allocated, in 2012.



21. Fraud Control

The Ministry of Education has an Internal Audit Unit manned by 4 officers. A central systems auditor was recruited late in 2012 to expand the scope of audit works to be conducted. These officers are tasked to audit all Government and Government-assisted schools, the Provincial Education Offices and the central office.

The MoE Internal Audit unit planned to audit 120 schools (Primary & Secondary) in 2011 of which 88 schools were reach for auditing. In addition, the Internal Audit Unit also conducted 5 special investigations in schools and 2 centrally.

In addition to these audits conducted by the MoE personnel, the donor partners also engaged a private firm to conduct an audit of the 2011 development expenditure in response to serious allegations of misuse of funds. The recommendations from this audit are yet to be release to the ministry for further approval and action.

Contact Officer

Jesse Dick Joe
Director General,
Department of Education,
Private Mail Bag, 9028,
Port Vila

Assistant

Cobin Ngwero Tarimaauri
Monitoring Officer,
Division of Policy and Planning,
Department of Education,
Private Mail Bag, 9028,
Port Vila

Ministry of Education Annual Report