

## Ministry of Education and Training Structure – AMENDMENT and CORRECTION

The Ministry of Education requires a structure review in order to better meet educational service delivery requirements. The review objectives are to:

- Provide clear coordination and better alignment regarding Divisional functions, channel of communication, monitoring and reporting systems
- Create a structure that will provide a workforce capable of **improving the delivery of quality education services and results at all schools**
- **Decentralize functions where appropriate**
- **Flatten the management structure to enable efficiency**
- **Enable the Ministry to achieve its objectives and outputs under the VESP and Corporate Plan 2013 – 2017**
- **Confirm the future workforce structure in order to drive the development of other Human Resource Development processes**
- **Stage its implementation to match the Budget**
- Demand driven
- Reflect workforce against realistic financial means
- Current need and ability to finance
- Likely future need that would add value to education service delivery and to be financed and budgeted for in the future

The review process is intended to:

- Ensure structure address Education Act, TSC Act, Corporate Plan, VESP and their strategies addressing objectives and Goals of MoE
- Needs are based around overall objectives and goals to divisional functions and position, **not staff members**
- Position with related functions are aligned together forming Unit or Division
- Consult with all Ministry staff prior to confirming any changes/Directors Meeting
- Consult with other key stakeholders prior to confirm any final structural changes
- Review JDs based around functions of division & Units and widely consult including PSC for clarity and understanding among Divisional staff avoiding duplication of functions and roles
- Provide a recommended structure to PSC by end of August 2013 for final approval

### Continuing Structure

This proposed structure is demand-driven in that its design is based around the functions which are needed to achieve Ministry objectives and outputs. The structure must reflect a workforce which is needed but rationalized against realistic financial means. Given the reality of resource constraints and the existing strains on the scarce financial resources this structure is intended to be enduring and have positions based on:

- Current need and ability to finance
- Likely future need to be financed and budgeted for in the future
- Review the Divisional functions to match the Education Act, TSC Act, Corporate plan and Budget

- Review the duties and responsibility for each position and positional scale
- Decentralize provincial functions
- Strengthen and achieve goals, objectives, strategies outline in the Corporate Plan
- Identify and approve future positions in principle and flexibility when finance is available.

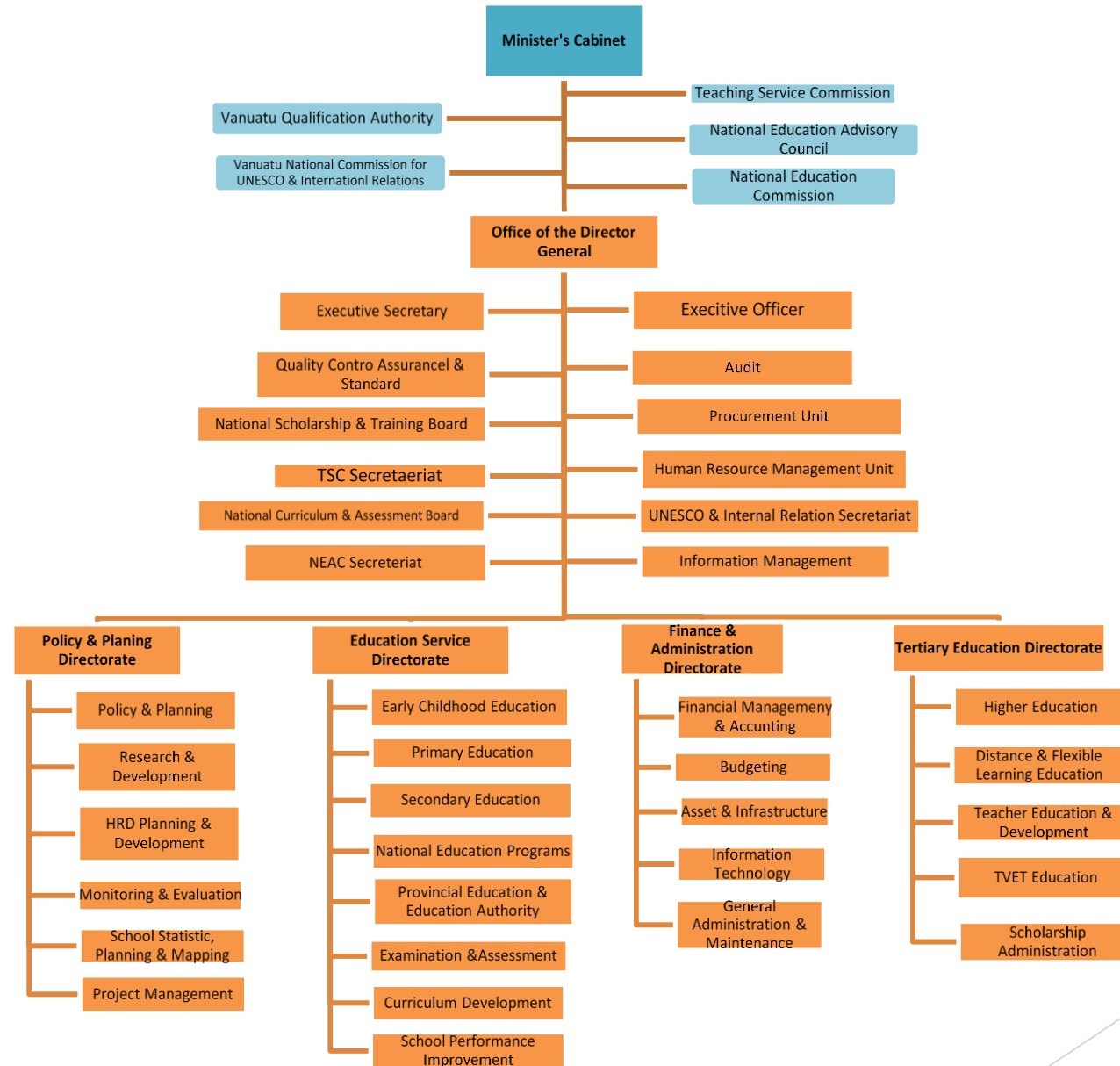
The base structure will identify the current positions to be established (based on budget availability) and future positions that would add value to education service delivery when financial resources become available. It will allow the Ministry the flexibility to have positions approved in principle and be able to finance and staff those positions when the capability and need arises. An enduring structure ensures the Ministry does not need to review the structure again once finances allow additional staff.

#### **New changes in the structure**

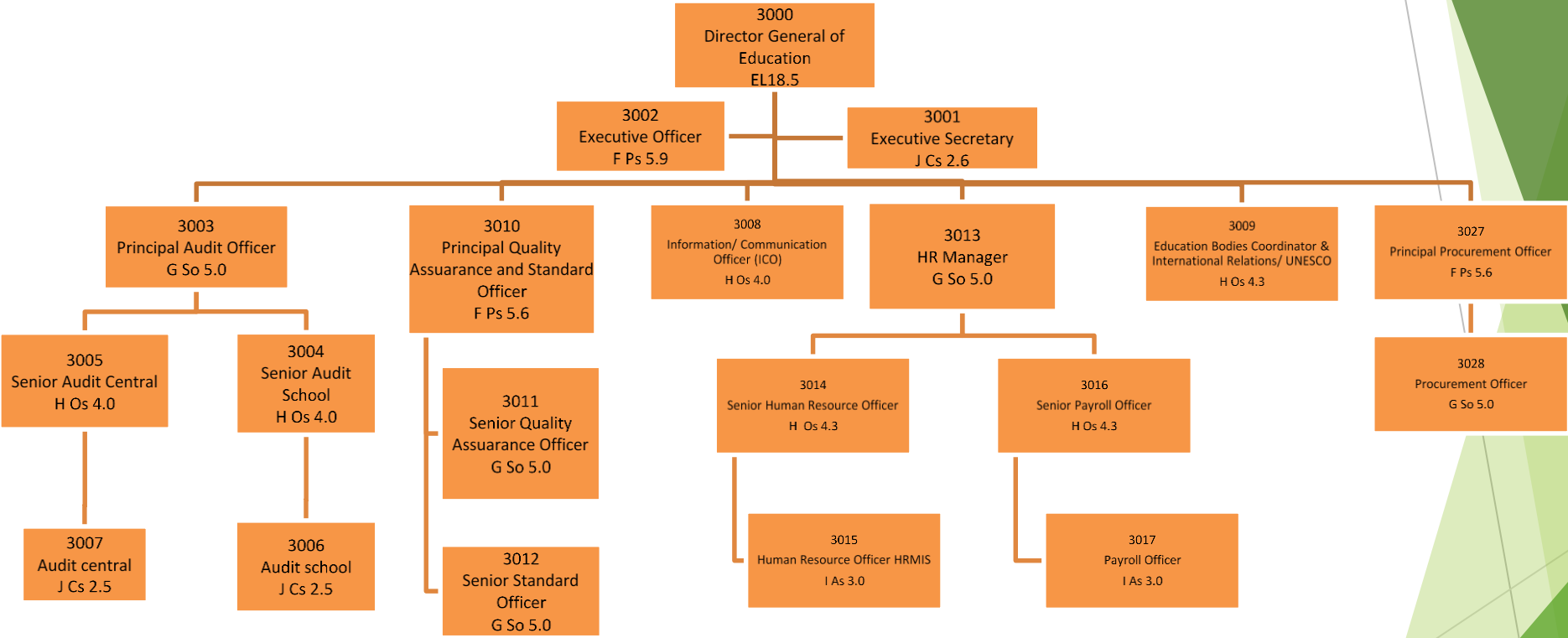
The proposed structure has identify the following changes to the current structure

- Division of Tertiary Education accommodating TVET, Higher Education, Teacher Education and Development
- Quality Control and Standard Unit and Information Management Unit under Director General's Office
- Research Unit under Policy and Planning Office
- Examination and Assessment Unit under Education Service Division
- Education/School Improvement Management under Education Service Division
- National Education Commission established under the Cabinet
- National Education Advisory Council established under the Cabinet as well.

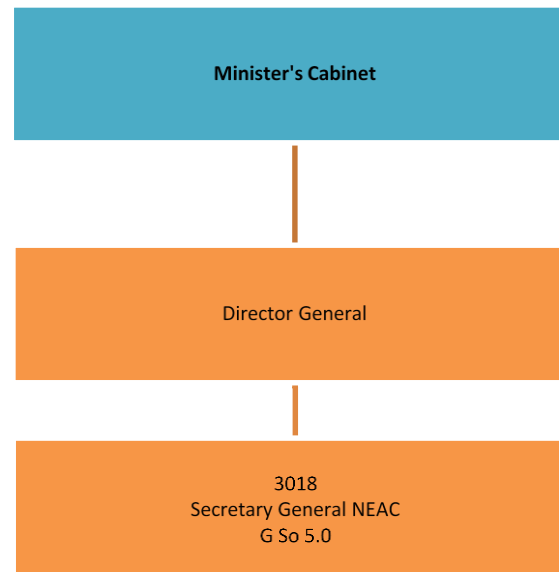
# Ministry of Education and Training Capability Framework



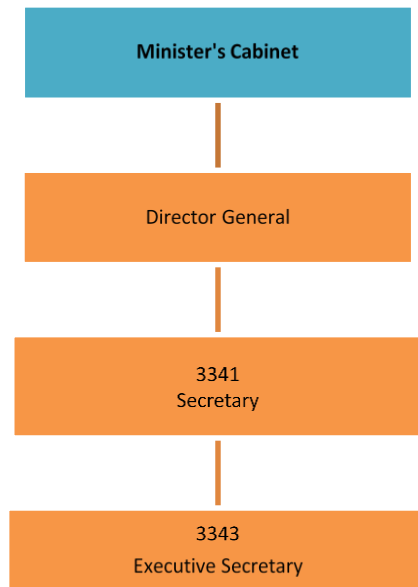
# Office of the Director General



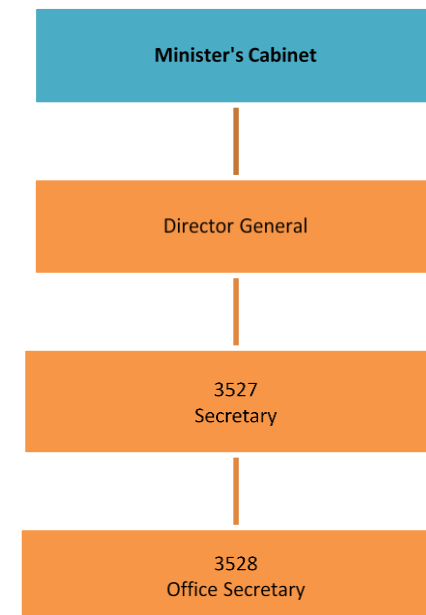
## National Education Advisory Council



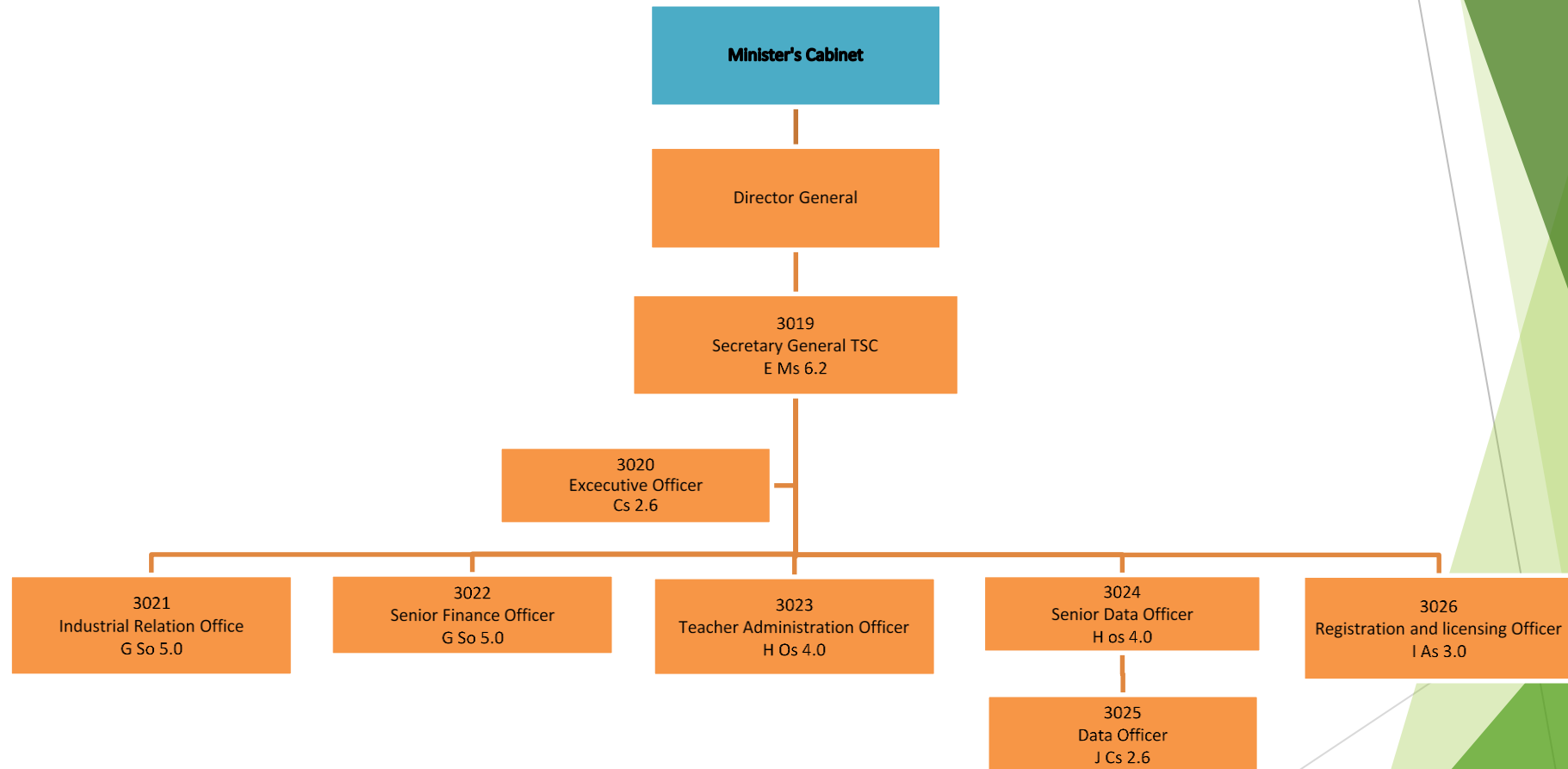
## National Curriculum and Assessment Board



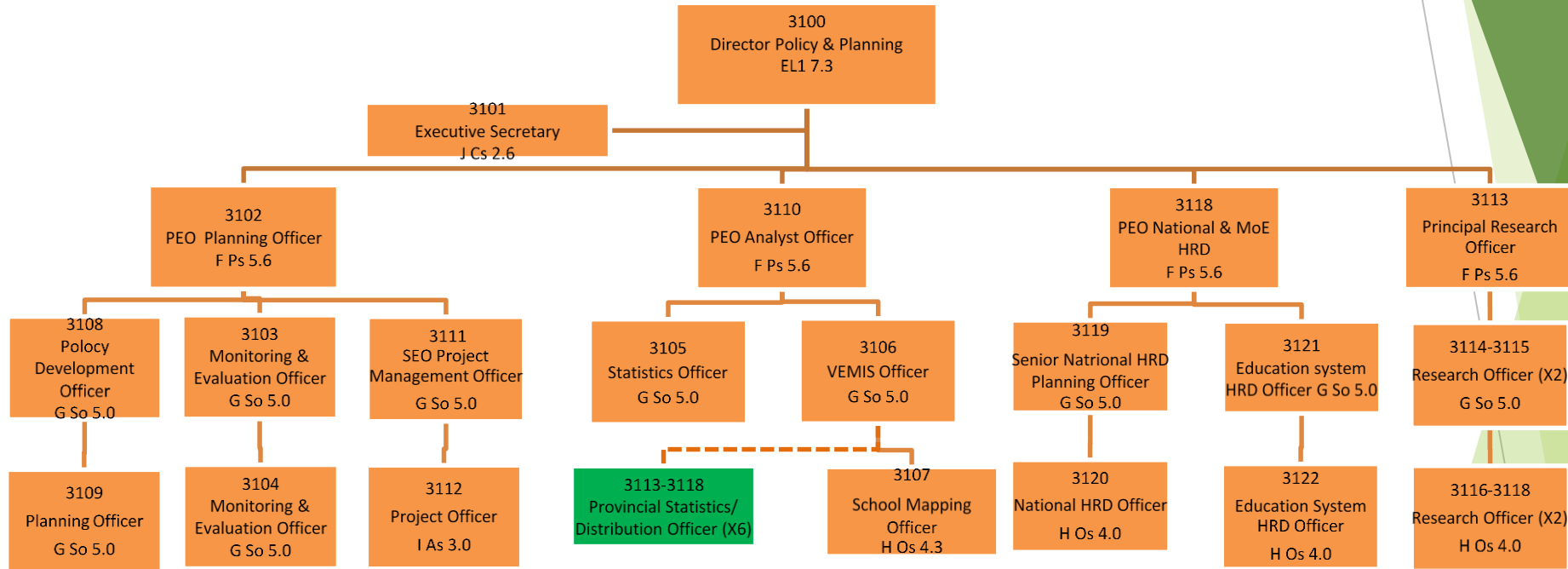
## National Scholarship and Training Board



## Teaching Service Commission Secretariat Unit

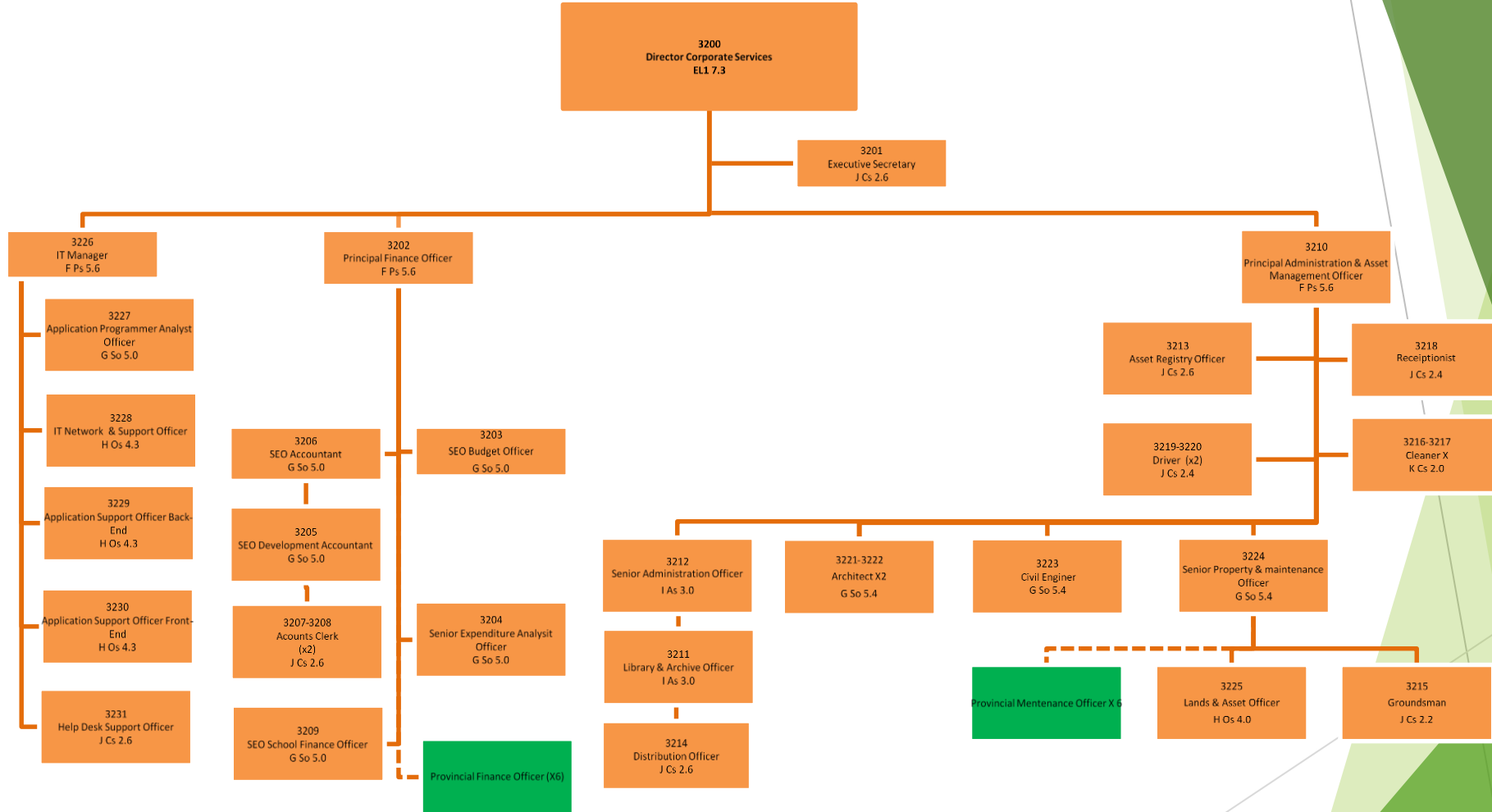


## Policy & Planning Directorate

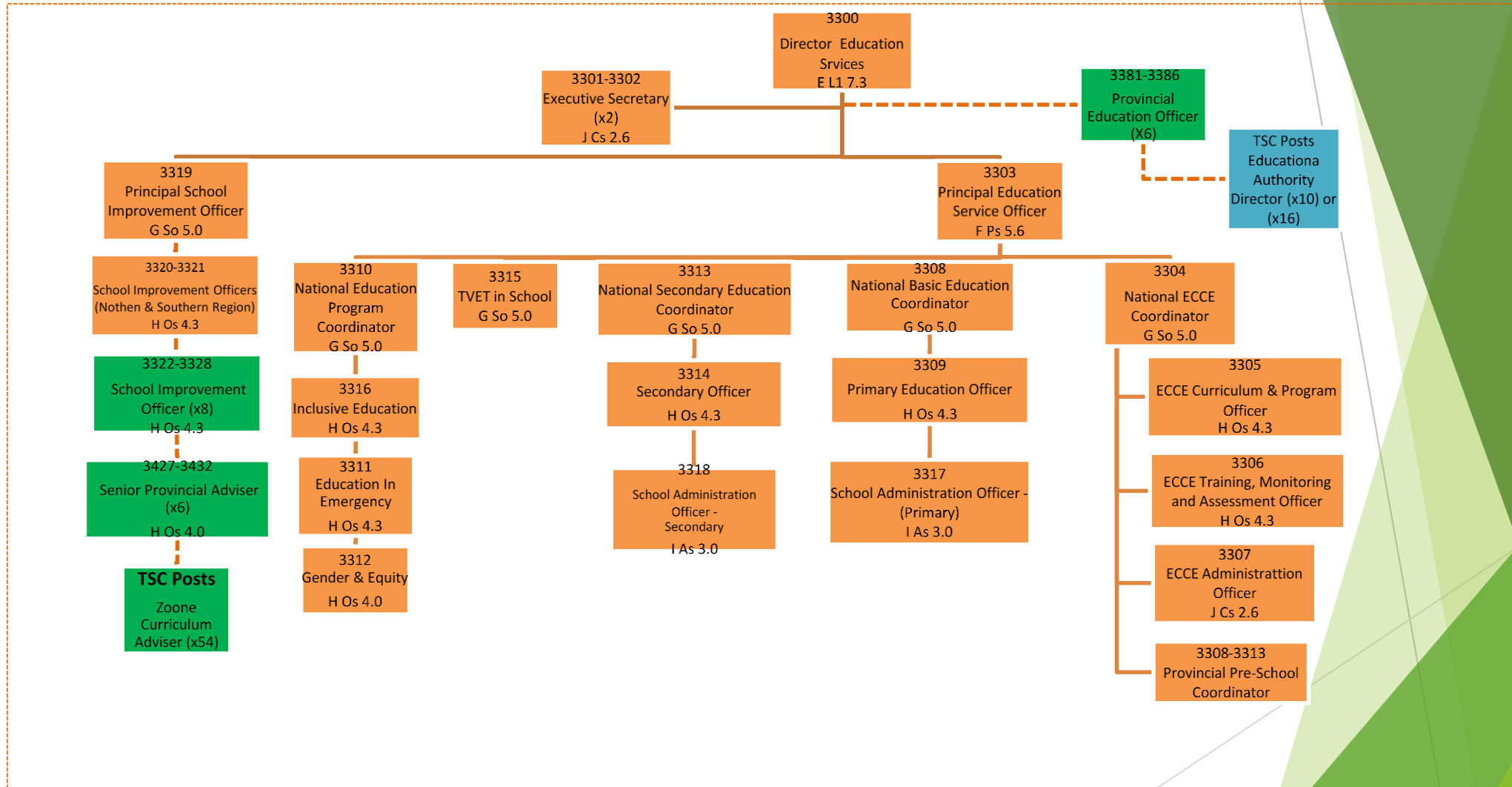




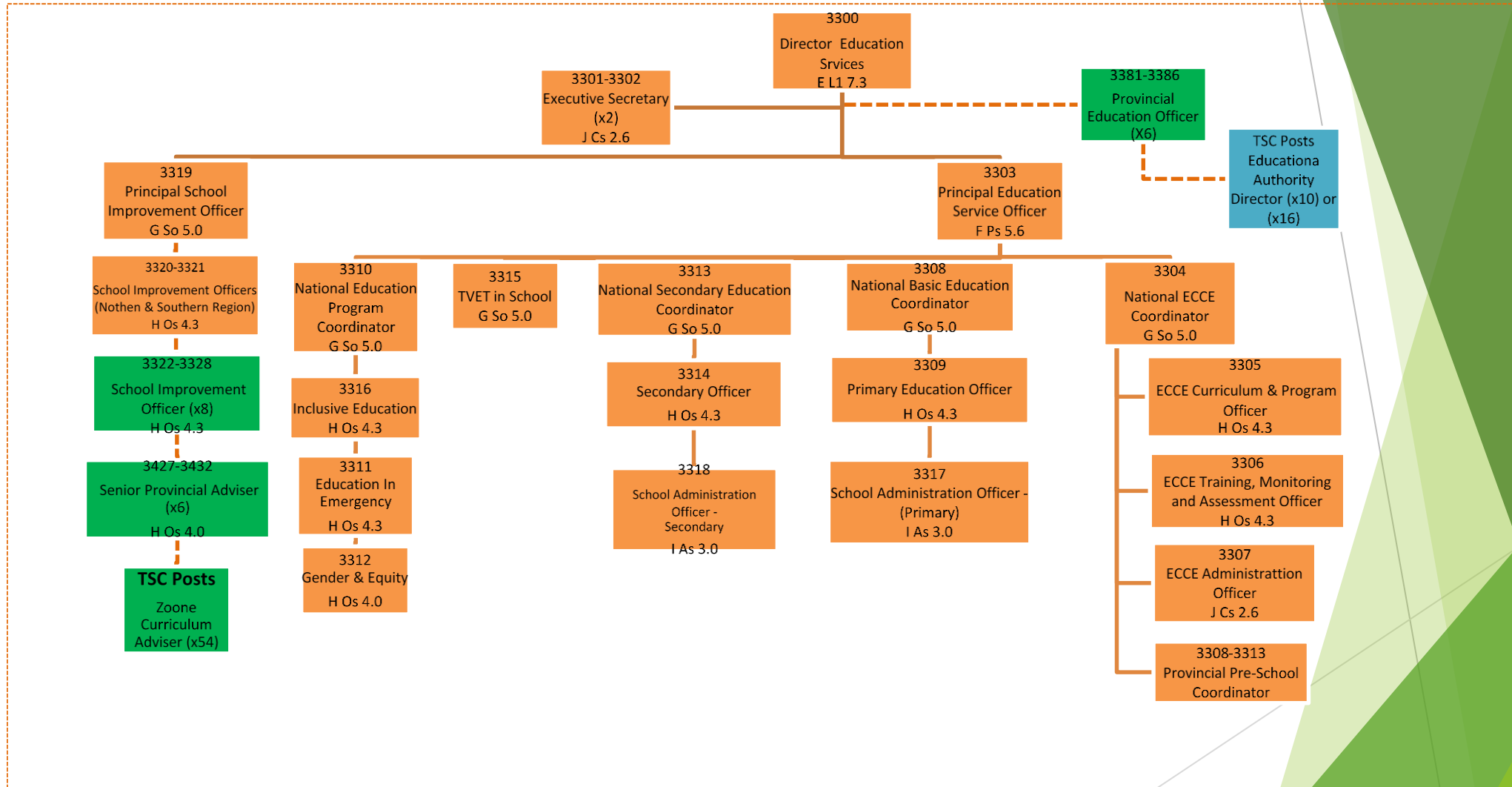
# Finance and Administration Directorate



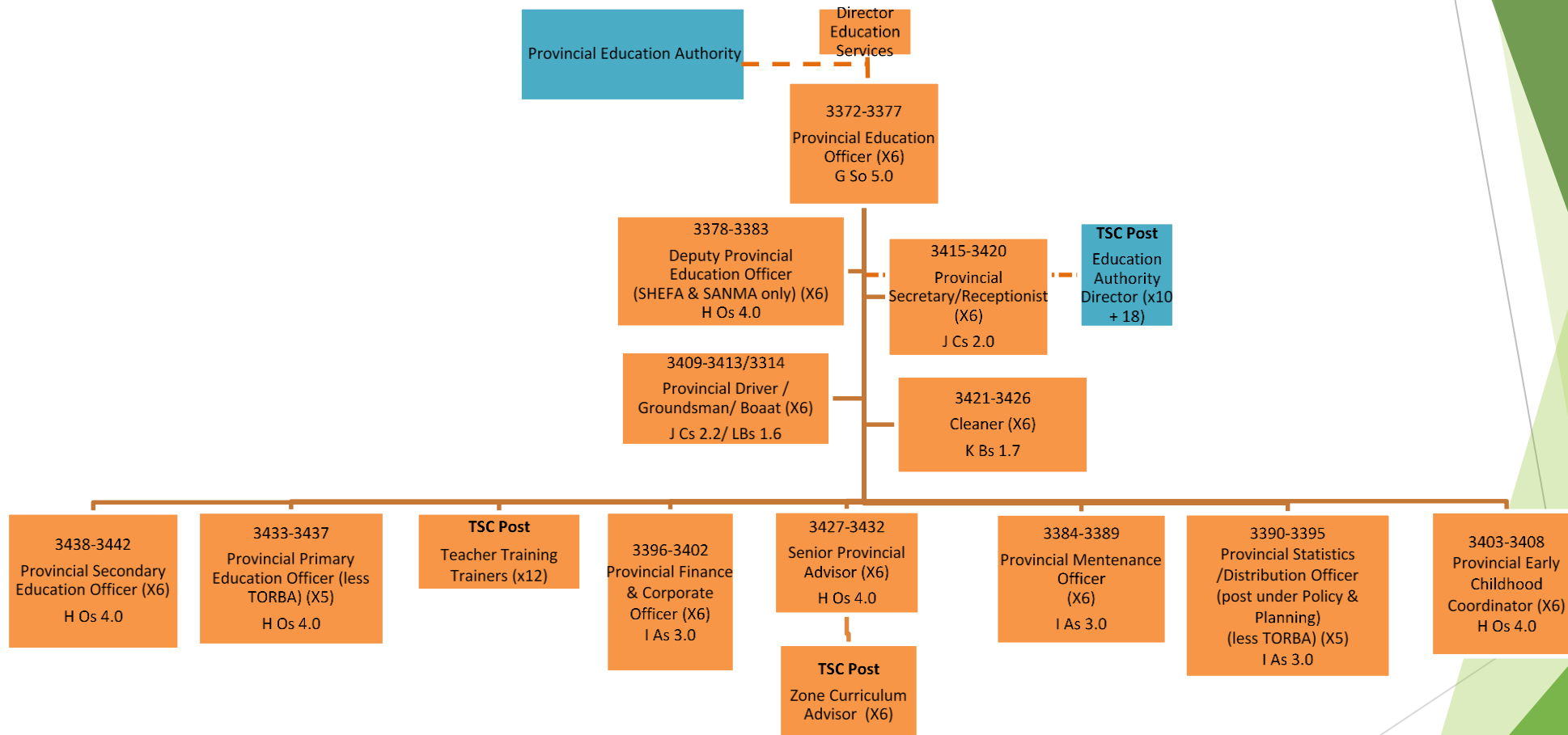
## Education Service Directorate – Administration & National Programs



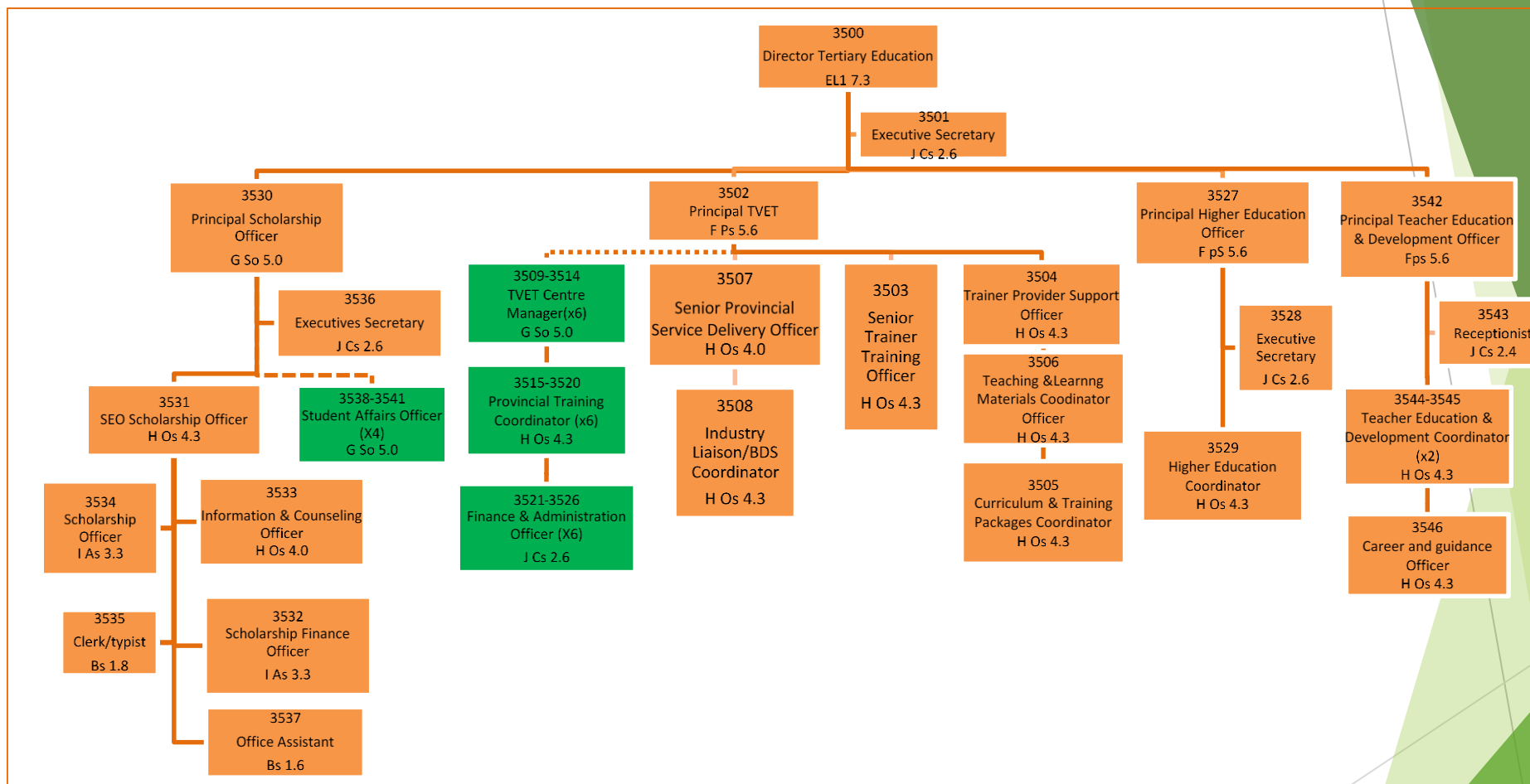
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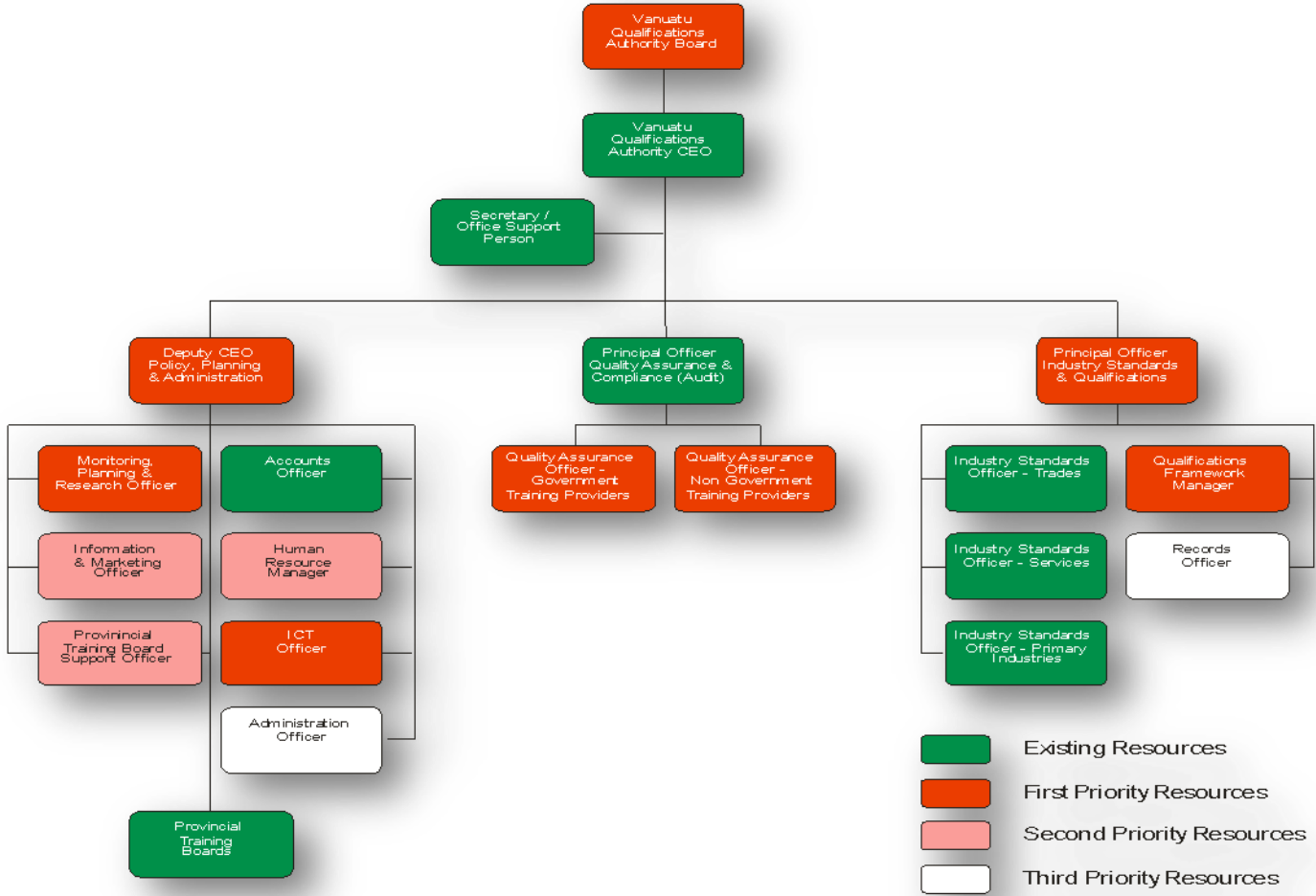
## Education Service Directorate –Provincial Education and Education Authority



## Tertiary Education Directorate

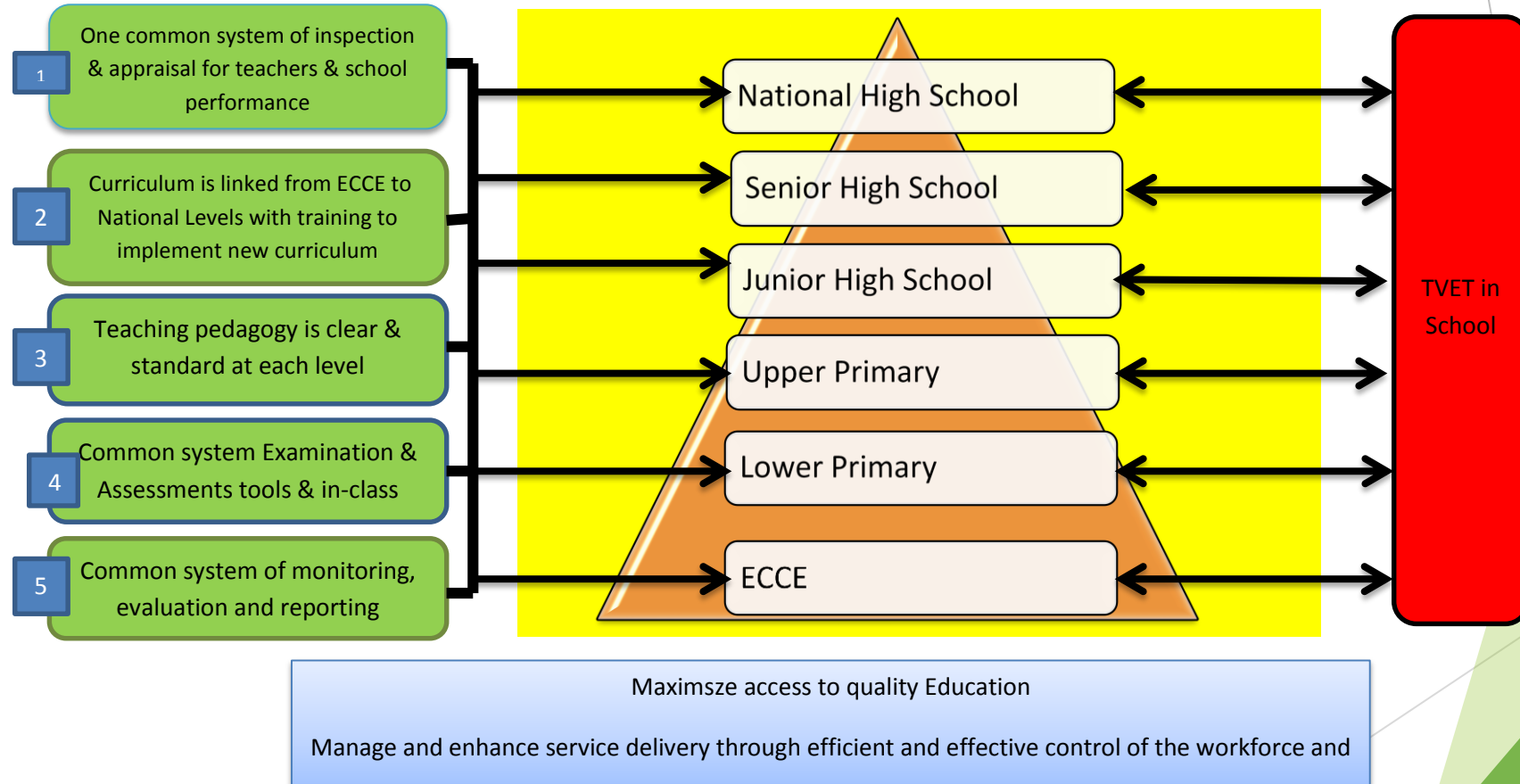


# VANUATU QUALIFICATION AUTHORITY

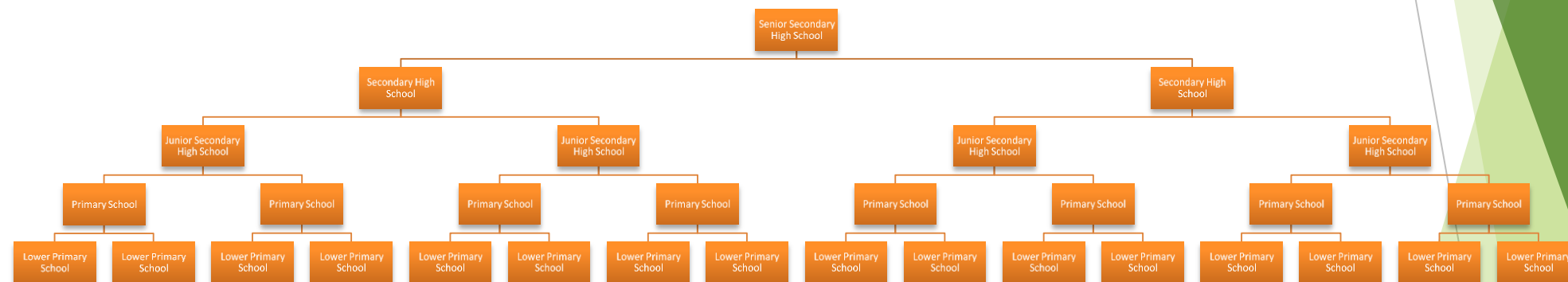


- Existing Resources
- First Priority Resources
- Second Priority Resources
- Third Priority Resources

# Ministry of Education and Training

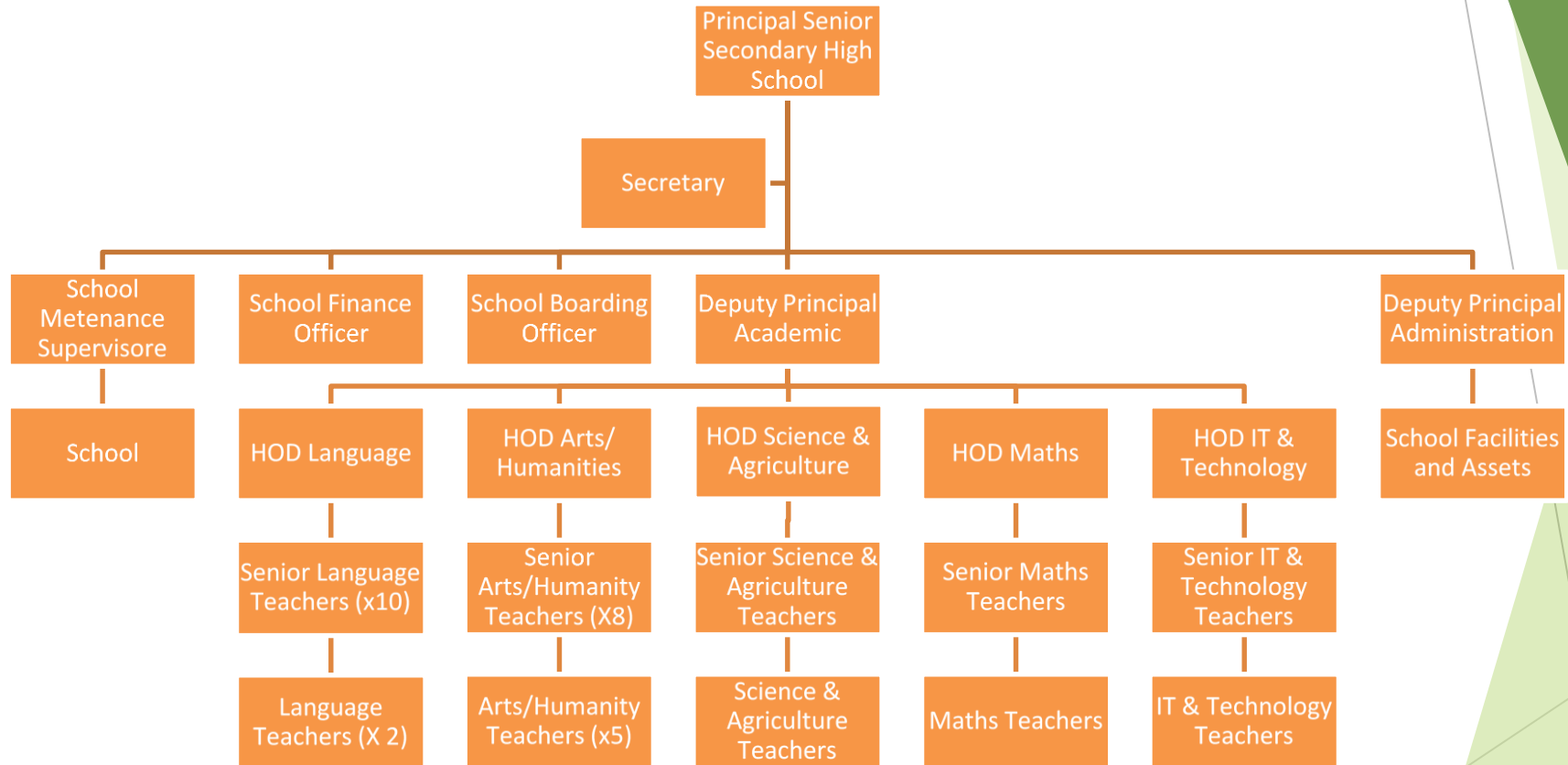


# Ministry of Education and Training School Structure Capability Framework

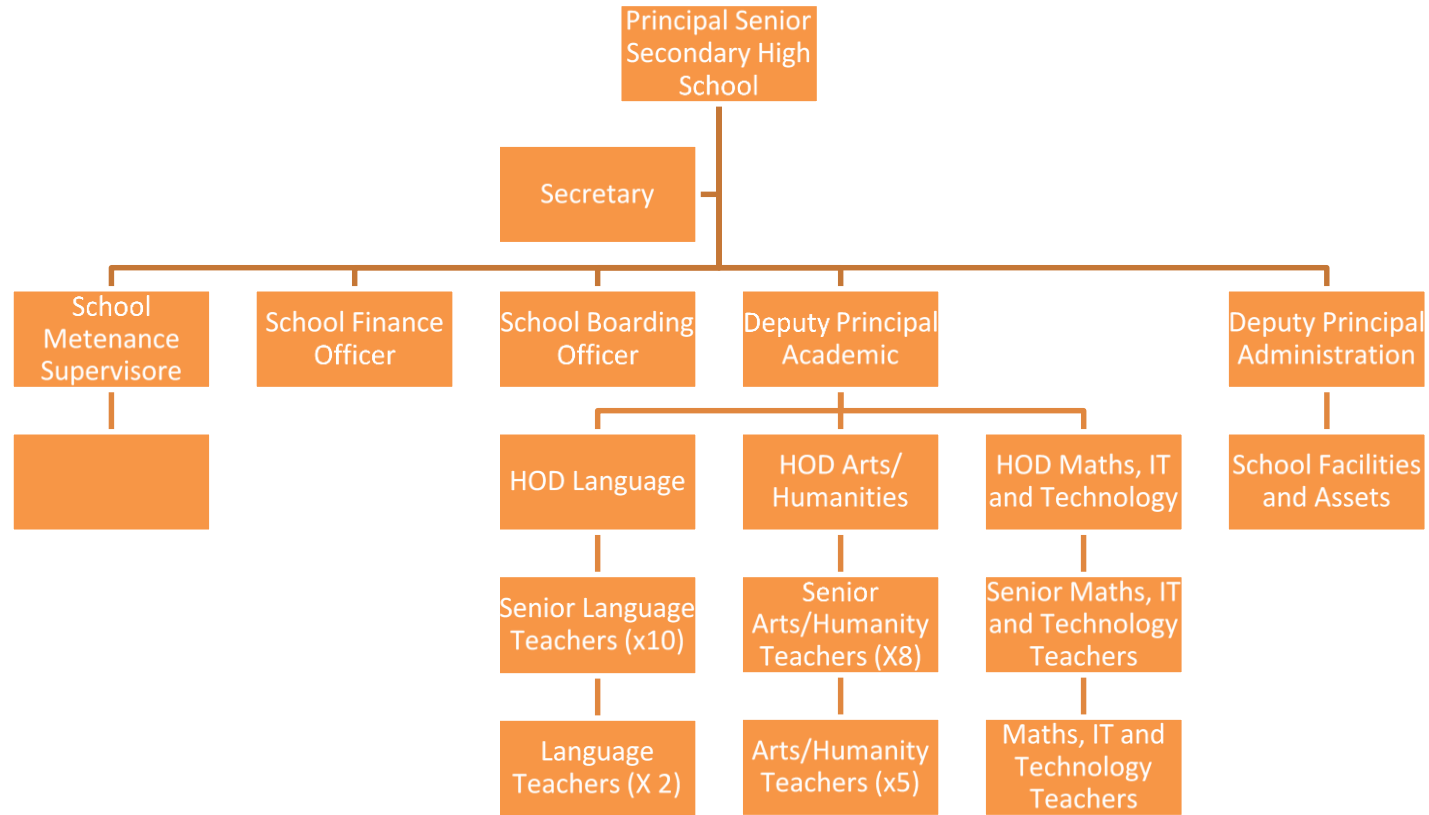




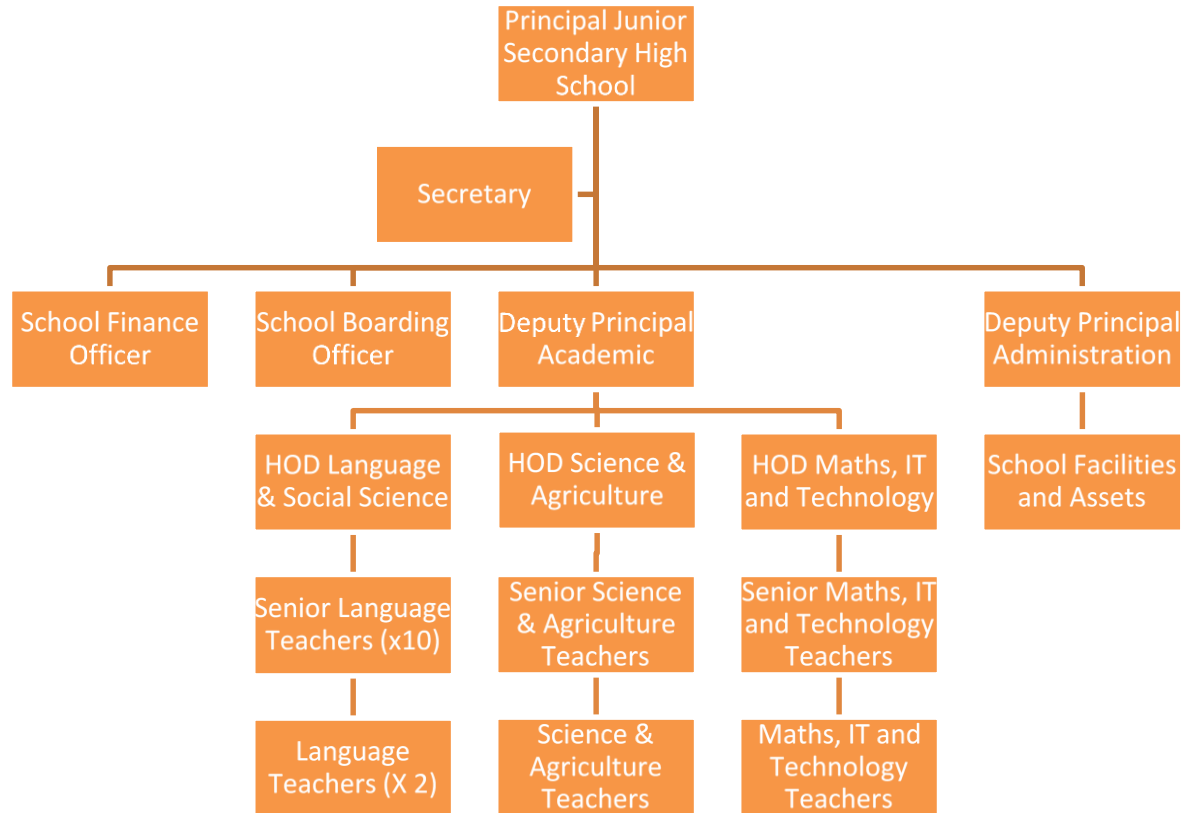
# National Secondary High Schools 9-13 or 11-13



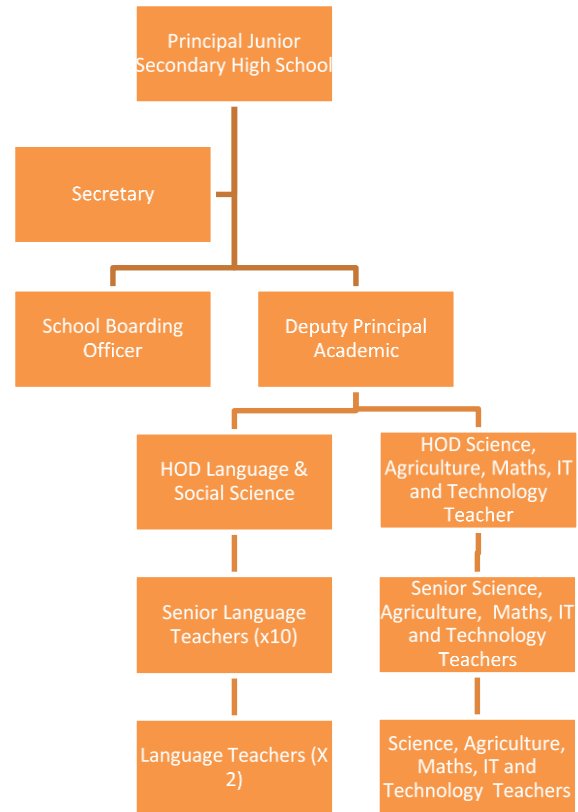
## Category C: Senior Secondary High Schools 7-12/3 or 9-12/3



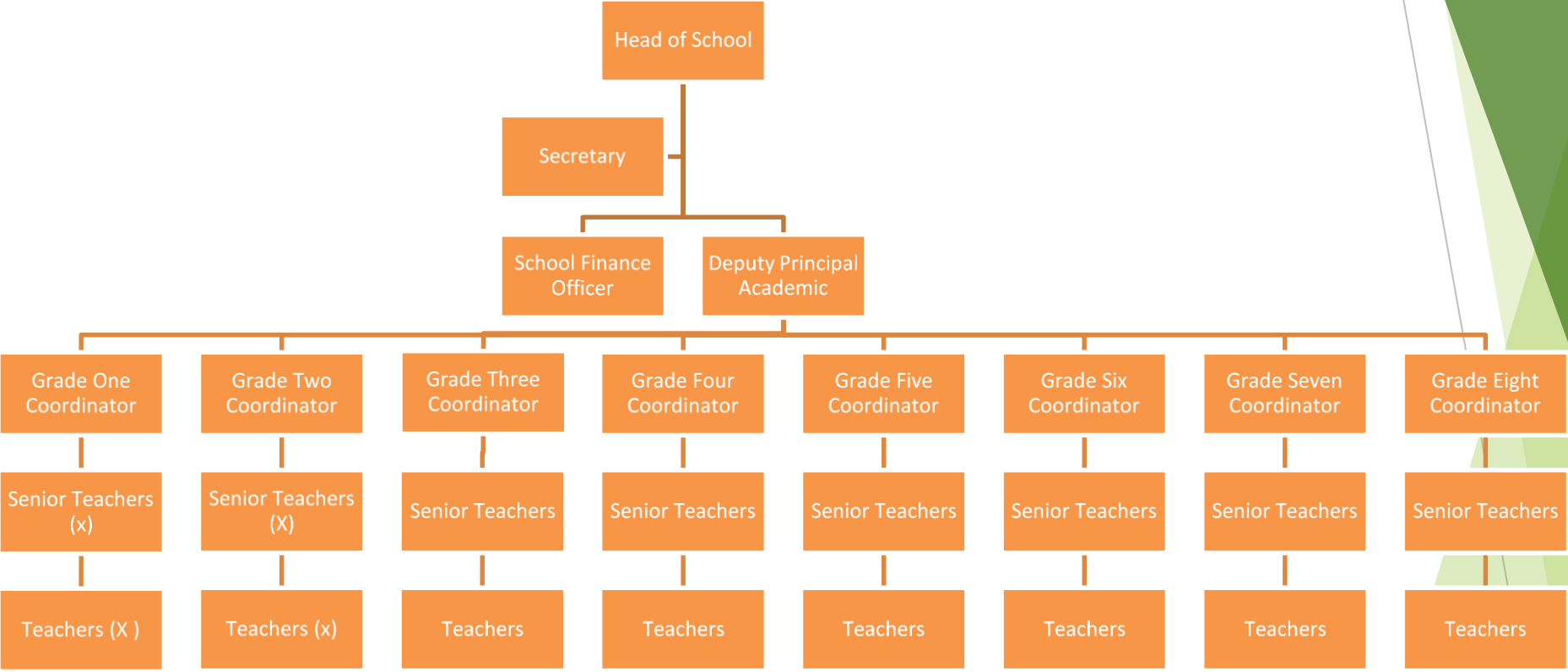
## Category A: Junior Secondary High Schools (More than One Stream) 7-10



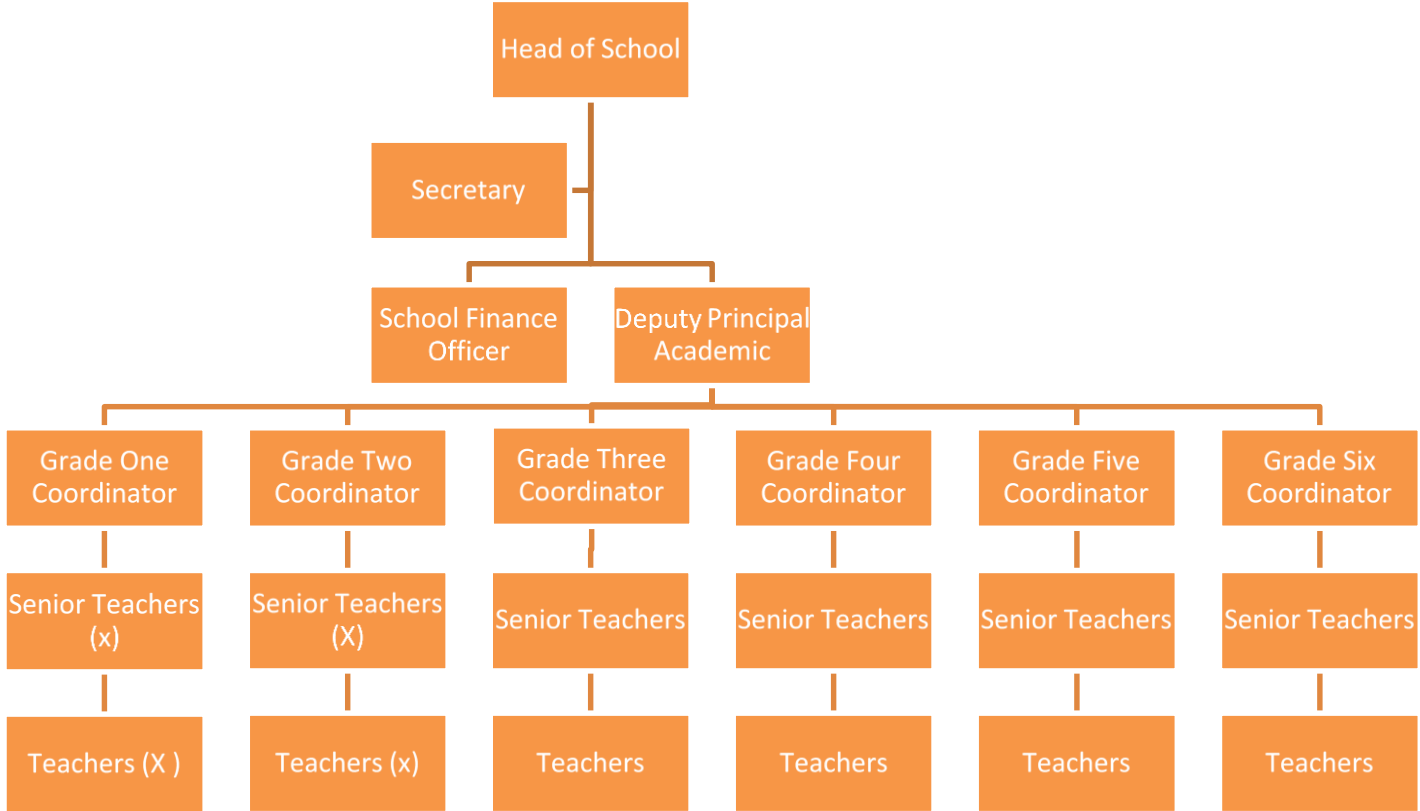
## Category B: Junior Secondary High Schools (Single Stream) 7-10



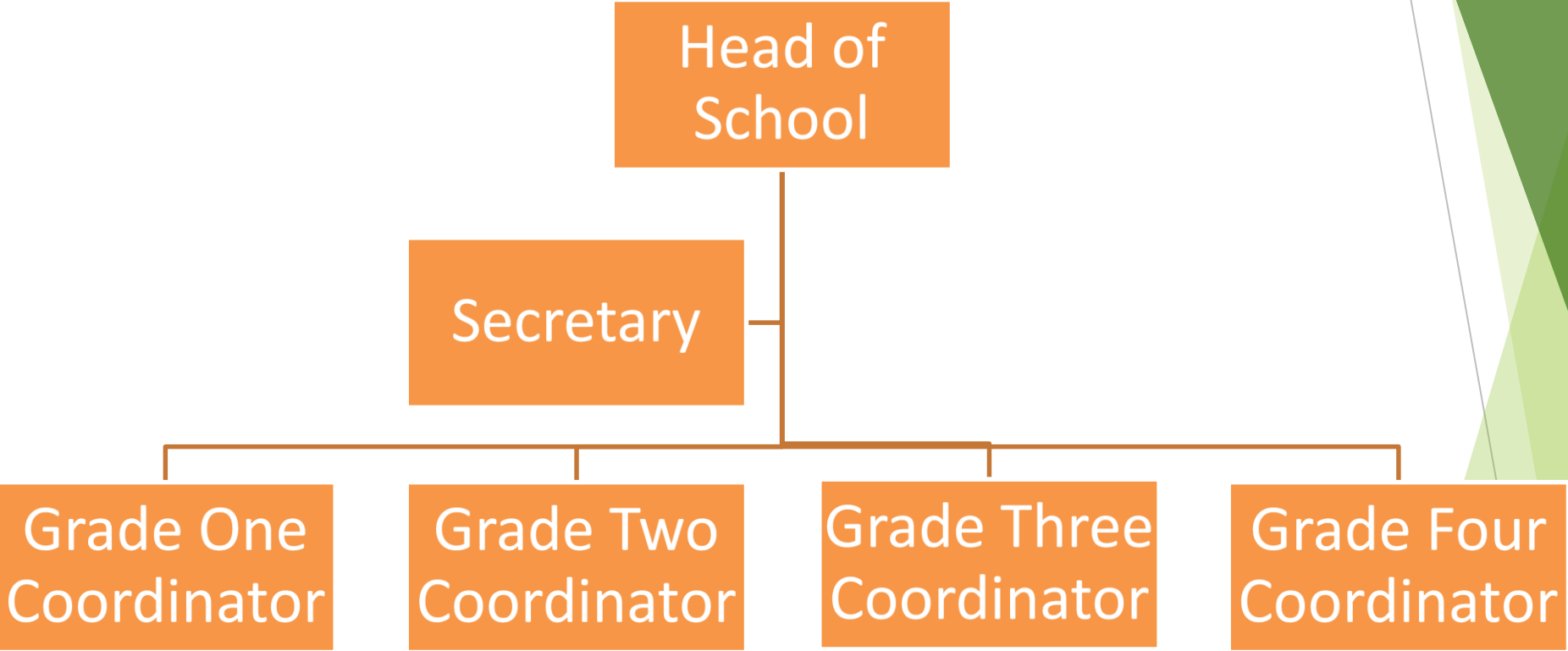
# Category A: Primary Schools + Centre School 1-8



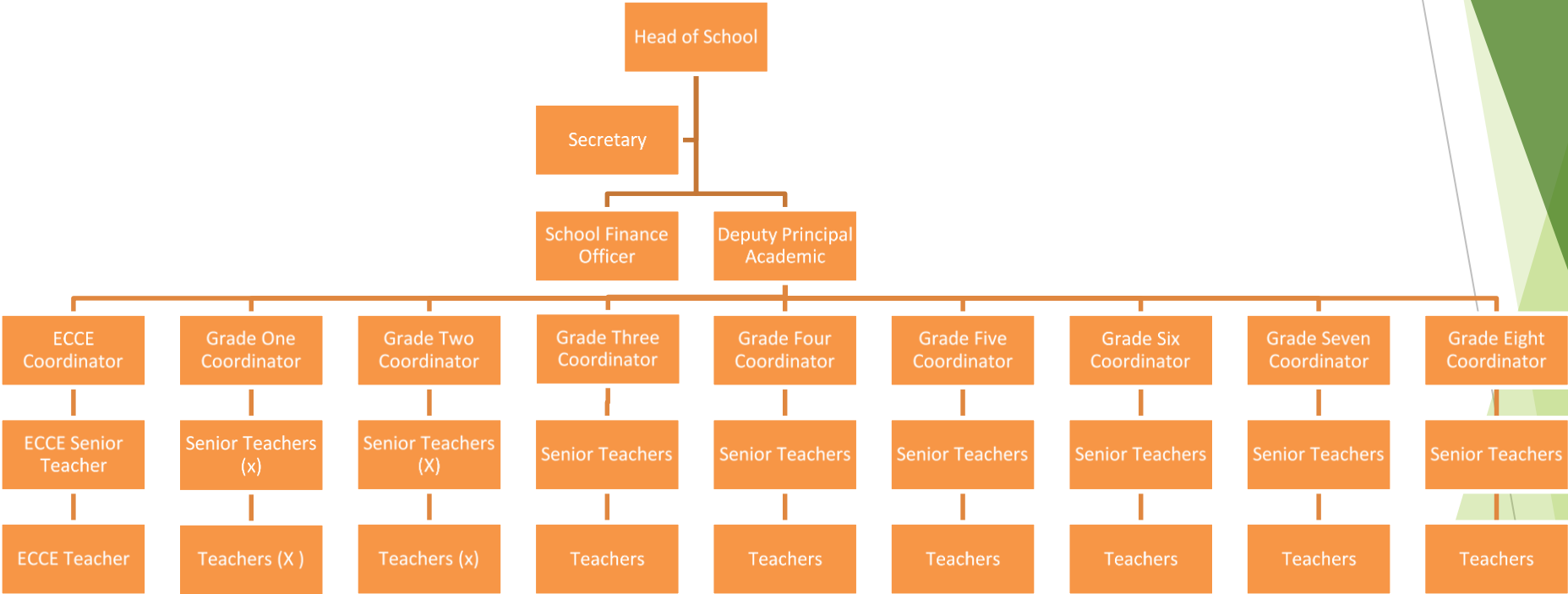
# Category B: Primary Schools 1-6



**Category C: Lower Primary Feeder Schools 1-4**

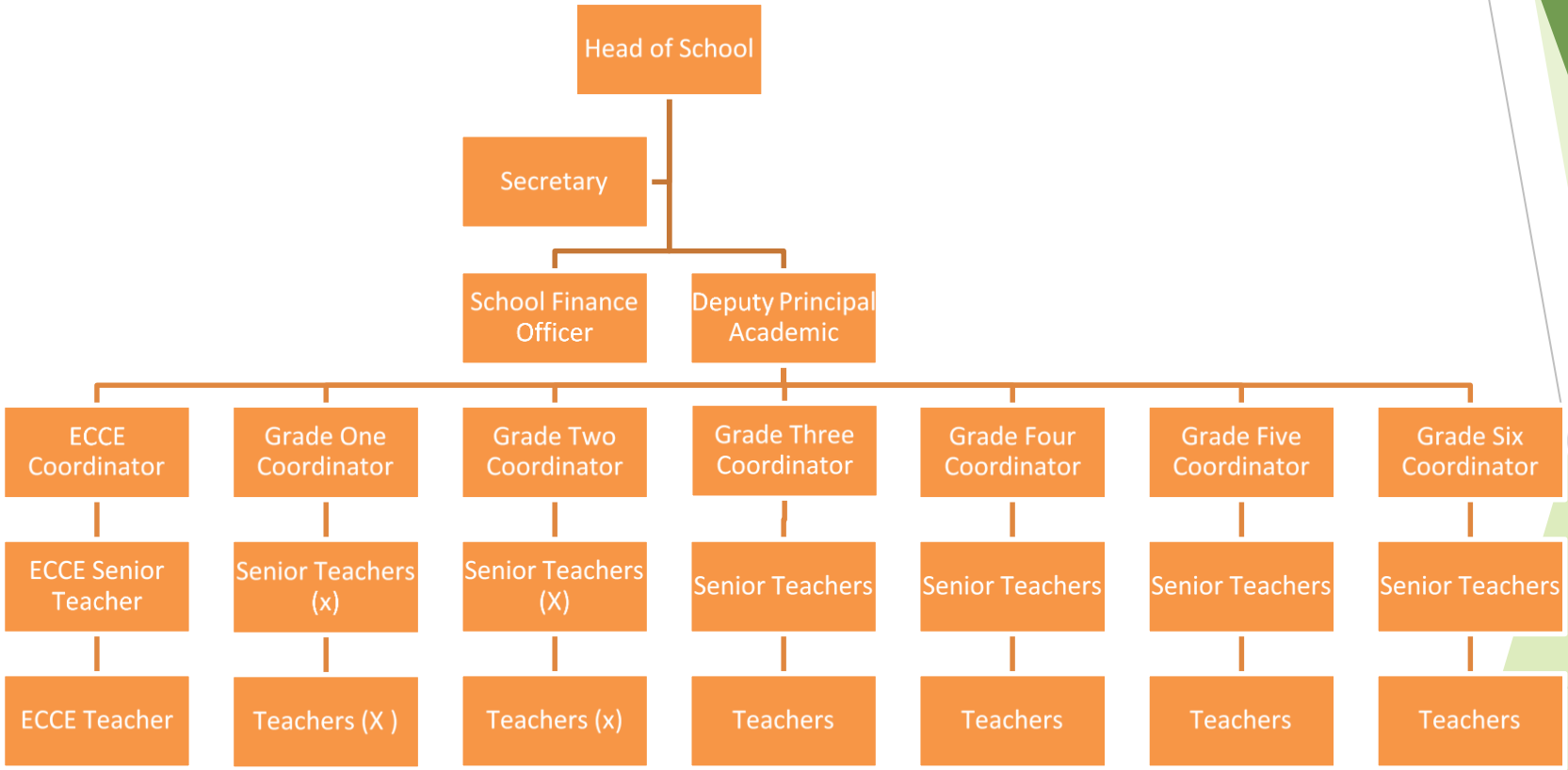


# Category A: ECCE + Primary Schools + Centre School 2-1-8





# Category B: ECCE + Primary Schools 2-1-8



## Category C: ECCE + Lower Primary Feeder Schools 2-1-4

