

GOVERNMENT OF THE REPUBLIC OF VANUATU



Ministry of Education



A young girl wearing a self made headdress

ANNUAL REPORT 2010



Republic of Vanuatu
Ministry Of Education

Annual Report 2010

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1. Director General's Statement

Dear, Honorable Minister,

I have the honor in submitting to you the 2010 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 2010 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.

Yours sincerely,

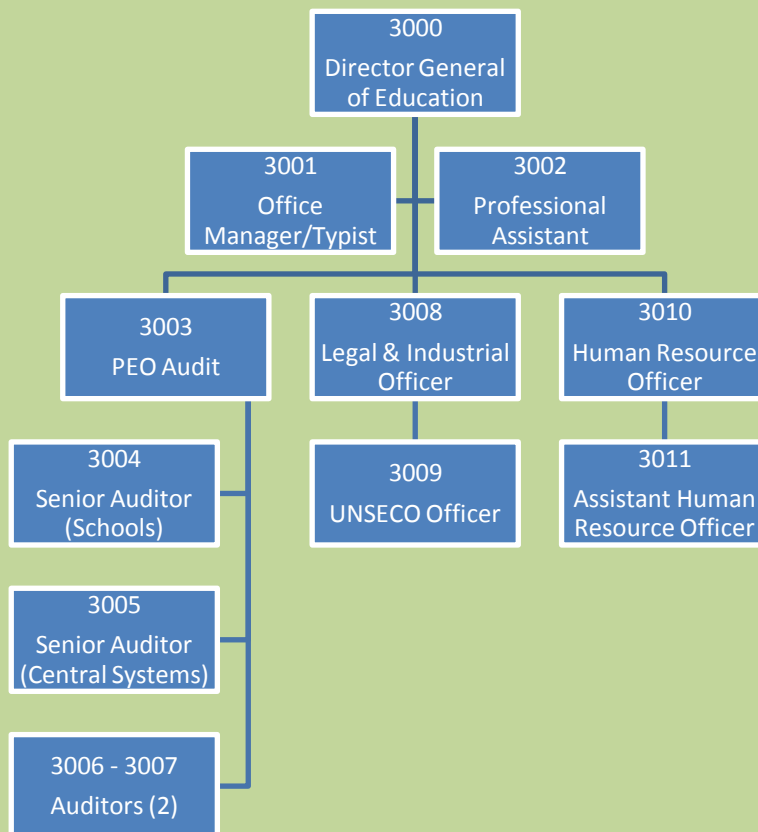
Roy Obed
Acting Director General
Ministry of Education

2. Organization Chart

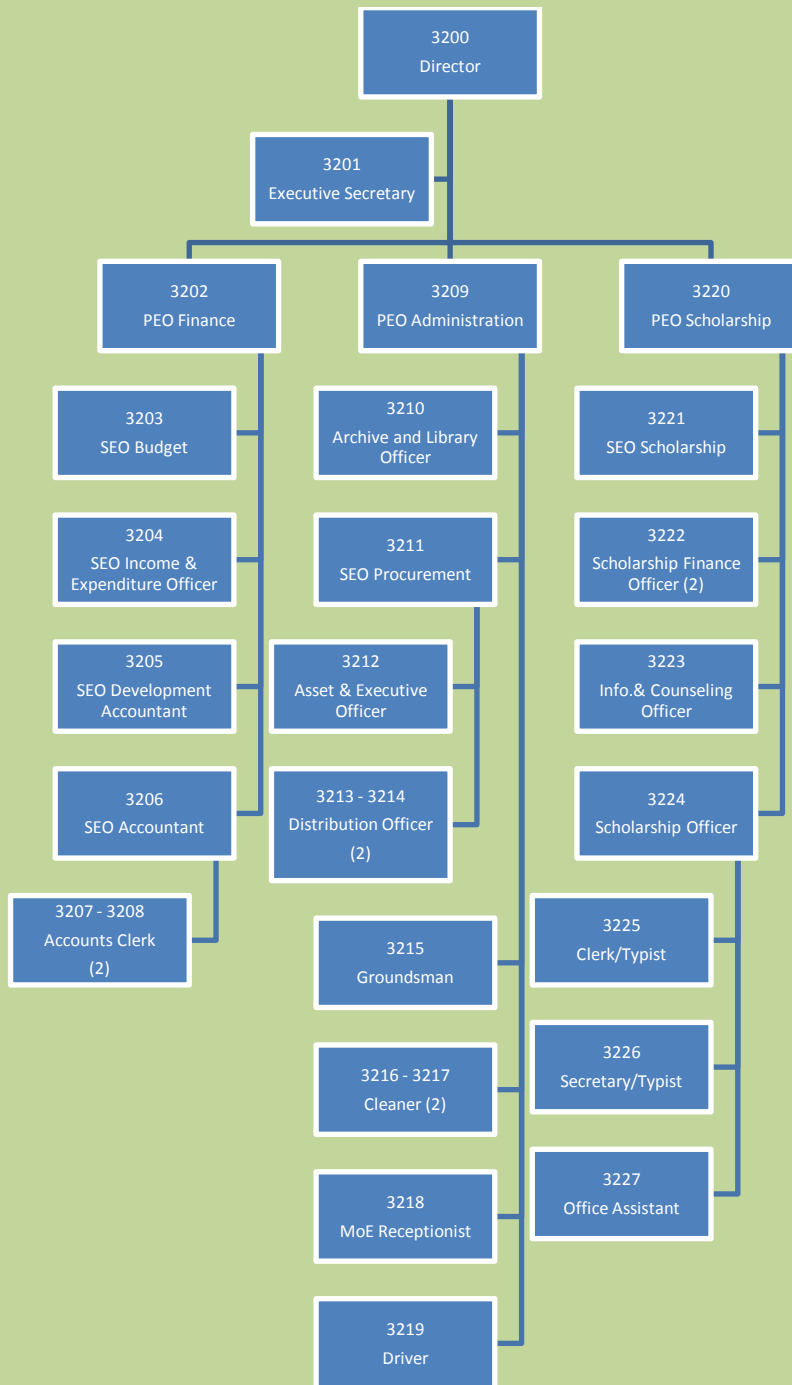
The Public Service Commission (PSC) has approved the recent MoE organization structure and the Job Description for the office of the Director General (i.e. Corporate Services Unit), division of Administration and Finance, Policy and Planning and Education Services under the Ministry of Education, on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

By 2006, the MoE's organization structure used to have 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). But a later review to the structure resulted in 3 directors as briefly stated above. The structure approved as follows;

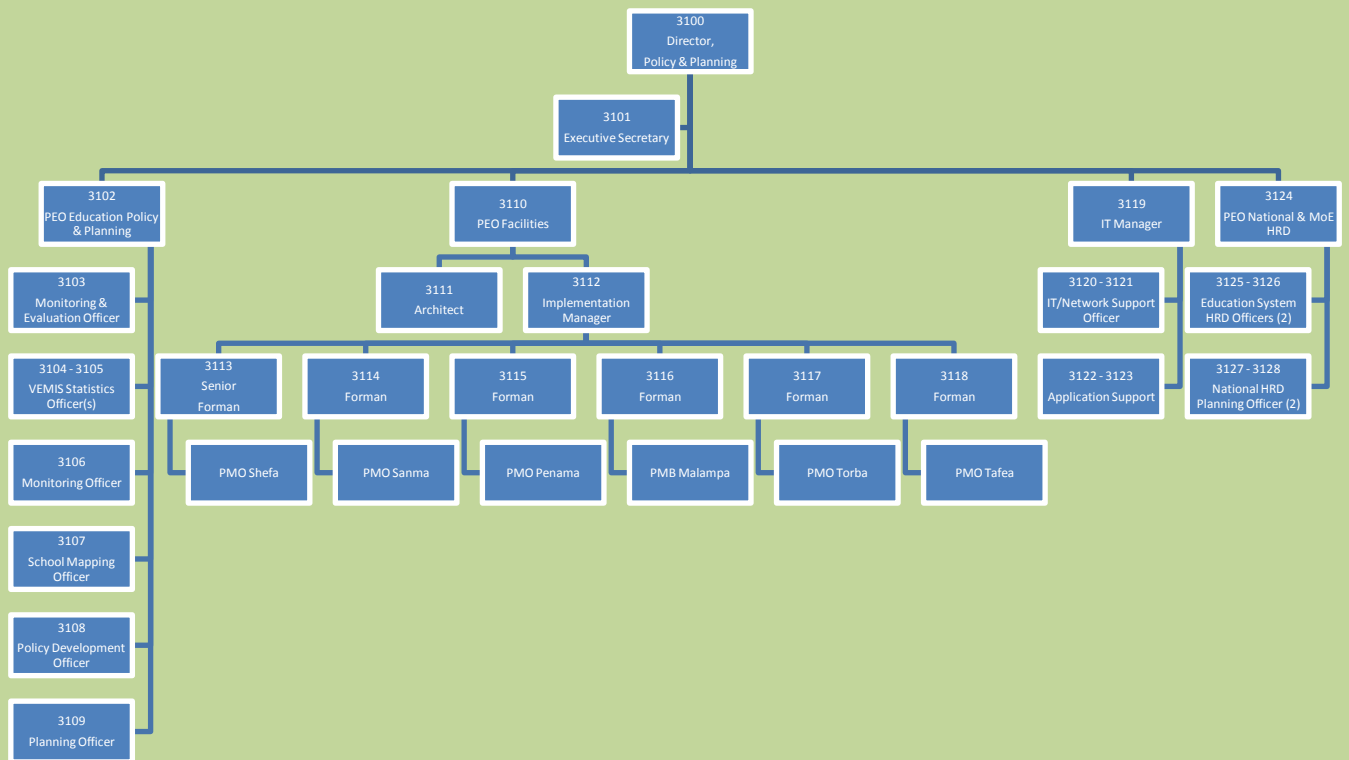
1.1 Approved organization structure for the office of the Director General



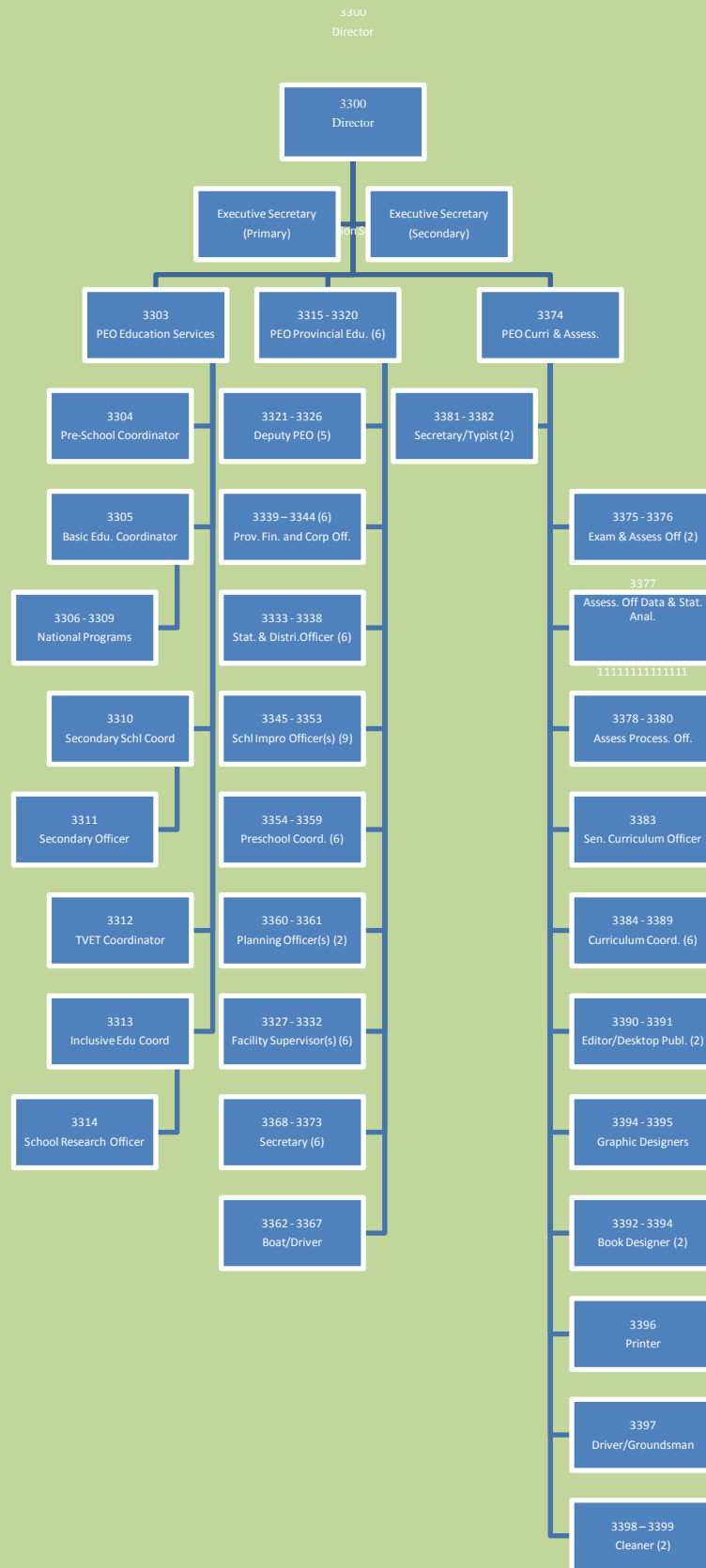
1.2 Approved organization structure for the Division of Administration and Finance



1.3 Approved structure for the Division of Policy & Planning



1.4 Approved structure for the division of Education Services



3. Human Resource Management Report

A report produced by the Human Resource 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 presented in the table below.

Table showing the total number of positions within the Ministry of Education structure, the number of officers in place, the status of the officers in place and the positions that needs to be filed.

Status	Director General	Administration & Finance	Policy & Planning	Education Services	Total
Total No of Personnel	12	28	29	100	169
Officers in Place	8	19	15	75	117
Permanent	3	15	9	60	87
Temporary	5	3	6	10	24
Vacant	4	9	14	25	52

The findings from the report are quite significant. There are 169 positions that existed in the recent structure. The finding in the above table shows that 117 positions are being filled, leaving the Ministry with a total of 52 vacant post yet to be filed. While there may be other reasons for the delay to recruit personnel, it is believed that the positions were not advertise and filed because the budget does not gather for them. However, it is likely that most of the positions will be advertised in 2011.

Another issue worth mentioning from the findings is the status of the personnel label as temporary. Note that temporary here either means that the officer is recruited under a contract or it means an officer s position no longer exists in the new structure, therefore he or she is appointed acting on another position on the new structure awaiting formalizations. It is sad to note that most personnel have been with a temporary status for quite a number of years. Despite of that, ongoing work is underway to ensure that the issues are address.

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 GoV's commitment to achieving universal primary completion (UPC), 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 will support the Vanuatu education system through a focus on three key strategic goals: improved access, better quality and strengthened management. The plan focuses on basic education, so that a good foundation for later learning is laid in the initial primary school years. The Road Map, 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. These are the objectives of the VERM;

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. Its intention is to approve an official policy statement on education before the end of 2009. The Government's policy statement will give policy direction to the education sector and will guide 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.

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

To implement this *Vanuatu Education Road Map*, Vanuatu is seeking Development Partners to enter a Joint Partnership Arrangement. The signatories to this Joint Partnership Arrangement will be categorized in two groups: “Pool Partners”, who will make a financial contribution (initially the Government of Vanuatu, Australia (AusAID) and New Zealand (NZAID)); and “Non-Pool Partners” who will contribute through separate mechanisms (including the use of General Budget Support).

The “Pool Partners” who agree to pool funds (the Government of Vanuatu, Australia and New Zealand) are also expected to sign a separate tripartite Grant Financing Arrangement.

6. Goals, Strategies, Outcomes, Objectives and Outputs

Strategic Goals

The three key strategic goals of the *Vanuatu Education Road Map* are the following:

- **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 eight 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 eight central strategies, which are the priorities for the VERM, have been developed from the existing education strategy (V ESS), 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.

The eight priorities are:

- **School Grants.** Grants to primary schools (Years 1 to 6) will 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 will introduce a Universal Primary Education policy through its 2010 Budget process to phase out parental contributions by increasing Government grants to schools. The school grants will be introduced in Years 1 to 6 of primary schooling in the first phase of VERM. Once the approach demonstrates success, later years of schooling may be added in future phases of VERM.
- **Facilities Development.** Funding will be 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 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 will need to maintain its school buildings and infrastructure better, and upgrade its school facilities more rapidly. Australian and New Zealand support for facilities development will initially focus on primary schooling in the first phase of VERM, consistent with the needs of the Universal Primary Education policy and the School Grants and Fee Relief component.
- **Basic Education.** The Government will implement its universal primary education policy, so that there is improved access to basic education and improved quality of education. Basic education is taken to include early childhood education and Years 1 to 8. The Government of Vanuatu also sees provision of education to students in Years 9 and 10 as "basic education". 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.
- **Curriculum Development.** 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 needed in 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 will be 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 will be 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.

- **Teacher Education.** The quality of teachers will be improved by introducing a new program of teacher pre-service education, by developing strategies 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.
- **Human Resource Development.** 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.
- **Policy Development.** The Ministry of Education will develop appropriate written policy statements on major education issues identified as priorities for the education sector. Technical Working Groups to develop Ministry policy statements will be established. Policies will be developed 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. Additional Technical Working Groups on policies will be established as required.
- **Planning, Management and Coordination.** 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 will be placed on improving financial management performance, budgeting, and monitoring and reporting on financial performance across all parts of the education sector.

7. Main Achievements during 2010

- The Council of Ministers has approved the Basic Education Policy for Vanuatu
- Commencement of school grant scheme, with all government and government assisted primary schools receiving funding of 6800 vatu per student enrolled in 2010
- Enrolment in years 1 to 6 measured at over 38,000 in government and government-assisted primary schools in 2010, up from 35,000 in 2009.
- Three training sessions for all primary school head teachers, plus school council and community in some training, covering the School Grant Scheme, the School Financial Management Manual and practical book keeping skills
- Construction completed of 61 new and renovated classrooms in four provinces

- Tender for materials for 54 classrooms to be constructed in 2011 was published, assessed and it is expected that contracts will be signed in November.
- Extensive consultation for policy development on Education Language Policy, Early Childhood Education, Inclusive Education Policy, Education in Emergency and Minimum School Standards
- Approval received for the Early Education Policy. The Education Language Policy has been submitted for approval, and more consultation and negotiation is taking place with key stakeholders
- Completion and approval of the National Curriculum Statement. This is the basis of work commenced in developing the K-3 and Year 13 curriculum and materials.
- Procurement and distribution of basic stationery to all government and government assisted primary schools
- Finalizations of contracts for book flood books and cupboards for years 1 to 6 readers. Over 160,000 books and 1,100 cupboards will be distributed to schools early in the New Year.
- Implementation of the harmonized curriculum for VITE, plus intake of 100 teaching students
- Stock management system implemented at CDU and full stock take performed. New shelving built and all books in stock have been sorted and shelved. Order and payment received from over 200 primary schools for over 40,000 textbooks which will be delivered to schools in the New Year.

8. Vanuatu Education Road Map Priorities

The *Vanuatu Education Road Map* has been conceived by the Government of Vanuatu as a comprehensive program of action to support the entire education sector. The Government recognizes, however, that in order to make progress in the short to medium term, it will be necessary to target specific strategic priorities within the spectrum of all needs within the broad education sector. The eight strategies for the education sector (outlined earlier in this document) were therefore developed in order to assist with the allocation of scarce resources to target immediate needs. The program of action described below builds on the eight key strategies, and outlines the way forward for the education sector in the short to medium term.

The program of action described below outlines the way forward for the education sector in the short to medium term. Note that the table below only describes 4 key strategies as information on the other 4 strategies was not available.

School Grants and Fee Relief

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
Consistent with the second Millennium Development Goal, the immediate priority is to ensure that all children in Vanuatu are enrolled in primary school, and remain in school in order to improve their learning. The Government of Vanuatu's Universal Primary Education policy has been designed to achieve this objective by endeavoring to ensure that basic education in Vanuatu is free and available to all. A major barrier to enrolment of children in school has been identified as the financial barrier which parents face through payment of fees. Initially, the School Grants and Fee Relief program of action will target Years 1 to 6 in primary schools by providing school grants directly to school bank accounts. The purpose of the financial support is to reduce and eventually eliminate the financial contributions that parents are required to make to their children's education.	All school grants were paid into the new, approved bank accounts at NBV. VEMIS data have indicated increase in school enrolment throughout the country as a result of the government's policy.	The process to calculate and pay these grants involves input from several different areas within MoE and then MFEM. In 2010 awareness campaigns, head of school training programs and commencement for work on costing the school grants were all undertaken by various people in different units in MoE.	School grants will continue to be paid into the new school bank accounts. A MoE officer will be nominated as the School Grant Scheme Coordinator and will coordinate the grant payment process, as well as awareness, monitoring activity and input to the school grant costing process.

<p>In Year One of the School Grants and Fee Relief Program, the Government of Vanuatu will provide 100 million vatu towards school grants. The Government will increase its contribution by 25% each year until it is contributing the full amount towards school grants. The Governments of Australia and New Zealand will each provide 100 million vatu in Year One of the program, making a total amount of 300 million vatu that will be paid directly to schools in 2010. Each school will initially receive 6,800 vatu for each child enrolled in Years 1 to 6 of a primary school. This increase is a substantial increase in the current amount provided by the Government (approximately 500 vatu per child), and has been designed to increase participation in primary school education significantly, and to reduce parental contributions to the cost of schooling.</p>	<p>The School Grant Scheme was launched in 2010. About 276 million vatu was paid as grants to over 350 primary schools. The Government of Vanuatu paid 100 million vatu of this and has budgeted 125 million vatu for school grants in 2011. The grant per student in 2010 was 6,800 vatu. In 2011 the grant per student will be 8,900 vatu. Most schools now do not require a parental contribution. School Heads and bursars received intensive training on financial management on how to manage the funds. Preliminary findings have shown that schools are using the funds to assist in improving quality areas in the schools.</p>	<p>School enrolments in government and government assisted schools for years 1 to 6 increased from over 35,000 to over 38,000. While the increase in total enrolments was less than expected, there were significant changes in enrolments in individual schools as parents chose to send their children to schools which were once too expensive, including more children being enrolled in Port Vila schools. This indicates that parents perceive a difference in the quality of education between schools.</p>	<p>Another possible effect of the introduction of the School Grant Scheme is an increase in the enrolment in junior secondary school years. These impacts will be studied further during 2011.</p>
<p>There will be an increase in the Development Partner amount for the school grants program projected over the early years of the program until the Government of Vanuatu contribution gradually increases in order to reach a point where basic education in Years 1 to 6 is “fee free”. As the Government of Vanuatu contribution increases, the contribution from Development Partners to direct school grants will be gradually phased out.</p>	<p>With the increase in the school grant per student from 6,800 per student to 8,900, the request for pool partner support for school grants has increased from VT199,200,000 To VT257,700,000 in 2011</p>	<p>The government contribution was 100 million vatu in 2010, will increase to 125 million vatu in 2011 and to 156.25 million in 2012.</p>	<p>The government budget for school grants for years 1 to 6 will continue to increase by 25% each year until the government is able to fund the full cost of school grants.</p>
<p>In addition to the direct contributions to school bank accounts, a program of support for school grants will be initiated through contributions from</p>	<p>A review of the costs to operate school was conducted during the first half of 2010. While many</p>	<p>The review report identified several non-financial barriers to access to primary</p>	<p>MoE has started or has planned activities to counter these, including –</p>

<p>Development Partners. The program will include a review of the costs of the Government's Universal Primary Education policy. This investigation is expected to inform a new policy proposal for 2011. Future commitment from Development Partners will be dependent on the results of this analysis. As well, the research will investigate non-financial barriers that prevent children enrolling in or staying at school. These non-financial barriers include factors such as distance and location of schools, seasonal, climatic or cultural factors, parental attitudes to education, access to and views about school residential facilities, perceptions about the quality of education or the performance of schools, views about school discipline and the degree to which schools are "child friendly", and so on.</p>	<p>recommendations came from this study, the costing reported were only estimates due to the lack of information available, plus the lack of minimum standards for schools to use as a benchmark. The minimum standards for schools are in draft form as at December 2010, and will be completed as quickly as possible. Before 2010, primary schools were not producing cash books and financial reports due to lack of skills and lack of follow up by management. Three sets of financial management training were conducted in 2010 to assist schools in preparing proper financial records for accountability and transparency. Schools will be preparing financial records including cash books and financial reports which can be used to study the actual costs of operating schools in 2010. The cost will be recalculated in early 2011 using the minimum school standards and better quality financial reporting.</p>	<p>education.</p>	<p>a policy for Inclusive Education is being prepared; community awareness of the school grant scheme, the Universal Primary Education Policy and other MoE initiatives is being conducted; re-write of the school curriculum to improve relevance and quality of schooling; several strategies to increase the quality of education in schools; preparation of Minimum Quality Standards for Schools which will encompass discipline, child friendly practices, health and hygiene, teacher performance amongst others.</p>
<p>The support for school grants program will include a revision of the existing Government of Vanuatu's existing Grant Code which determines what schools may spend their funds on, assistance with the design and implementation of the school grants</p>	<p>During 2009 and 2010 MoE created the School Financial Management Manual which specifies the financial processes for all schools – primary through to senior secondary. This</p>	<p>Feedback from schools and the communities was that the School Financial Management Manual was complex and some schools</p>	<p>MoE will review the School Grant Scheme in the first quarter of 2011. This review will be comprehensive, include</p>

<p>scheme and an accompanying school financial management manual or manuals, a program to provide financial management training for all Head Teachers and Principals of schools, and the provision of funds to employ Finance Officers in each of Vanuatu's six provinces.</p>	<p>was been supplemented by a one day training session for every primary school community regarding the School Grant Scheme and basic financial management concepts, a one week workshop for heads of schools on the School Financial Management Manual, and a further one week workshop focusing on key financial management processes and skills. The last workshop was based on the Quick Guides and a workbook which are simple step by step procedures for each of the main financial tasks to be performed at schools, with numerous practical exercises for individuals and groups.</p> <p>The last training workshop concentrated on practical application of these skills. The Quick Guides, workshop exercises and training timetable were prepared with consultation of the provincial finance officers (Executive Officers). The consultation was combined with practice based training in training skills for the Executive Officers. The PEO's were involved in the last day of the train the trainer/ consultation workshop. At the end of the trainer workshop all participants were very confident in both their ability to train</p>	<p>had difficulty understanding how to prepare a cash book, bank reconciliation and financial reports.</p>	<p>experience of use of the scheme for one year, and wide spread consultation with MoE officers, MFEM, PMO, TSC, PEO's, Pool Partners, other donor agencies and NGO's, plus selections of head teachers, teachers, school councils, parents, community leaders, church leaders and the community in general.</p> <p>Training based on further feedback and assessment of school financial management will be conducted again in 2011, and provincial finance officers will continue to be actively involved in monitoring and assisting schools perform financial management tasks.</p>
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	<p>in use of the Quick Guides, and that the heads of schools would become confident in the required skills. Funds were provided to each Provincial Education Office to enable the Executive Officers and ZCA's to travel to individual schools to monitor and assist in applying the financial procedures.</p>		
<p>The following reviews and studies will be undertaken to support <u>VERM</u> implementation:</p> <ul style="list-style-type: none"> • A detailed study led by the Government of Vanuatu in early 2010 of actual costs (public and private) of education service delivery and barriers to access; • An independent review of fund flows, processes and procedures at all stages of the school grants, to be completed by mid-2010; • A Government of Vanuatu monitoring report of the Universal Primary Education policy, by April 2010, in order to inform a revised new policy proposal for 2011; • An independent assessment of the impact of the school grant program on access and the quality of schooling and on parental contributions in schools, in order to inform the parties on the impact of the school grant scheme, to be completed by mid-2012. 	<p>The Houston/ Reeves review conducted in early 2010 identified many of the costs to operate schools. This review included the fund flows, processes and procedures of school grants. MoE completed a monitoring report of the Universal Primary Education Policy in early 2010. Each of these reviews was conducted in the first half of 2010. At that time the first tranche of the new school grants had just been paid to schools, and the first two training workshops had either just been completed, or the second workshop was about to be conducted. The Minimum Standards for Schools had not been prepared, and many primary schools had not been keeping cash books and financial reports to provide data for these</p>	<p>The reviews provided information which has been and/or will be used in preparing relevant training programs, community awareness programs, planning future monitoring and planning future information collection needs. It is understood that the estimate of school financial needs was constrained by the lack of financial information at school level and the lack of comprehensive school standards.</p>	<p>A costing exercise is planned for early 2011 immediately after the school standards have been finalized. This costing exercise will be used to inform future decisions regarding school grants and school funding.</p>

	reviews. It was found that budgeting skills were poor in many schools.		
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Quality Reforms

A program of reform to improve the quality of education in Vanuatu will be initiated. This program will have four main dimensions: teacher development; improvement of literacy and numeracy; curriculum development; assessment reform.

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
The teacher development program will focus on implementing and supporting the ongoing harmonization program at the Vanuatu Institute of Teacher Education where the first year of a new three year diploma for teacher trainees is being introduced in 2010. The program will support the establishment of the In-Service Unit at VITE, which has been designed to assist with the provision of professional development for teachers. A major focus will be on developing a program to up skill the estimated 50% of teachers in Vanuatu who are currently untrained. It is anticipated that new policy proposals will be developed by the Government of Vanuatu for introduction in 2011 and beyond, in order to support improvements to the quality of teaching in Vanuatu.	A comprehensive review of the VITE Teacher Education program was undertaken through the Harmonization program and is in place providing evidence of a harmonized curricular leading to a common qualification for both primary and secondary trainee program.	The introduction of the common trunk (common courses) was taught to trainees undertaking the primary and secondary training programs. Work was coincidentally done on the second year program based on work done in 2009. There is discussion and plans made on how the In-service Unit will address the temporary training need in the provinces. A program called Primary Education Improvement and Training (PEIT) is in place to address this firstly in Penama, Sanma and Torba.	Work will commence on the third year training program for all levels. In-Service Unit will continue to undertake training of PEIT in the provinces.
A strategy to improve literacy and numeracy in Vanuatu will be developed. The initial work in 2010 will focus on the development of long-term strategy	Strengthening of the Book Flood Program and the national Early Grade Reading Assessment were	EGRA consumed much of the Examination officers time which impacted on national	Provincial and school based training of teachers

<p>that will meet the unique needs of Vanuatu children for development in literacy (in French, in English, and in other languages such as Bislama, if appropriate) and in numeracy. This program will be coordinated with the concurrent development of the Vanuatu Education Language policy.</p>	<p>carried out to address literacy development while JICA and the Association of mathematic Teachers Associations both at the national and provincial level are developing plans and strategies to improve numeracy development in schools.</p>	<p>programs. Better plans and arrangements through more manpower to assist in the management and monitoring of literacy and numeracy programs with the CDU and schools.</p>	<p>for all schools in the use of the Book Flood program. Additionally, workshops will be conducted to improve mathematic teaching and skill upgrading in all the provinces have been planned for under the 2011 AWP.</p>
<p>A focus on lifting student performance in literacy and numeracy will concentrate initially on teacher professional development in these areas, particularly in the early years of schooling (Years 1 to 4). An Early Grade Reading Assessment baseline study will be undertaken in 2010. A reading development program will be developed, to take advantage of the implementation of the book supply project in 2010.</p>	<p>AGRA assessment was carried out and the results will be analyzed for further policy development and action.</p>	<p>Thorough planning and organization on the deployment of stretched out officers needs to be made in future as the same officers are also involved in recurrent activities as well as those of VERM ones.</p>	<p>EGRA results will be produced and activities outlined in the 2010 AWP to be carried out</p>
<p>The Vanuatu Ministry of Education will invite its Development Partners to discuss how they might contribute to a program to lift student performance and learning outcomes in both literacy and numeracy. Coordination of efforts to improve quality will be essential in developing support for the <u>VERM</u>.</p>	<p>With the school grant scheme and the Minimum school standards to be institutionalized, schools will better evaluate their performances on a more regular basis.</p>	<p>Supply of school stationary to schools continues in 2010 as a national plan under VERM AWP. Workshops both at the national, provincial and school level is being planned for under the 2010 AWP</p>	<p>Increase in the ZCA grants will increase school visits and will enable ZCAs to organize school based workshops to address quality issues in schools. Workshops are planned for</p>

			provinces and schools on School Minimum Standards, ISU and school audits.
<p>A program of assessment reform will be initiated. The purpose of this program will be to develop a consistent approach to assessment of student performance, and to align the Vanuatu assessment system with its current curriculum developments. It is important that any national assessment system ensures that both Francophone and Anglophone students are given equal opportunity to achieve success, and to progress to further schooling or into further education and training. A review of examinations at Years 8, 10, 12 and 13/14 will be undertaken. A Task Force will be established to develop a national policy on assessment. Any new policy proposals and financing required will be developed once the review of examinations has been completed and Ministry of Education decisions have been determined.</p>	<p>A National Assessment Task Force was appointed by the Hon. Minister to formulate a harmonized Senior Cycle Assessment and Examination program that is consistent with the National Curriculum Reform and regional standards and assessment systems.</p>	<p>With the lack of a National Examination Framework for the senior cycle, the Examination and Assessment Unit (EAU) does not have a common standard where Anglophones and francophone students are measured. The ministry is committed to ensure.</p>	<p>The EAU and CDU will formulate and finalize curriculum materials and teams for the implementation of a national senior cycle examination program to begin as early as 2012 to be fully integrated in 2013.</p>
<p>The national curriculum development program that has been initiated will be supported and extended. The objective is to reform the existing Vanuatu school curriculum and to deliver appropriate quality learning programs to all Vanuatu students. The development of a new national curriculum statement will be completed in 2010, and work will begin on the phased development of curriculum standards and supporting teacher guidelines and student learning materials. During 2010 to 2012 the focus</p>	<p>The National Curriculum Statement has been approved and endorsed by COM, providing a clear pathway and system for curriculum standards from K through to Year 13. Two TAs have been recruited to continue to facilitate developments with the curriculum review. A K to 3 TA is working with a Task for on standards while the Senior TA</p>	<p>Lack of officers at the CDU and slow recruitment process when demand for people to work on such critical development in education is a serious concern. However, despite this setback, TAs and teams at CDU are working in line with the 2010 and 2011 AWP time frame.</p>	<p>The Senior Cycle Task Force progressive report was submitted in December 2010 for action in 2011.</p>

<p>will be Years K to 3 (the early childhood curriculum), and then on Primary Years 4 to 6, and Primary Years 7 to 8. It is recognized that effective curriculum and teacher development is a long-term process that may extend over ten to twenty years. The development of the new secondary curriculum standards will occur in an orderly and planned way from 2013 on, in order to ensure that the Curriculum Development Unit of Ministry of Education develops the appropriate capacity, and that issues of sequencing and coordination are addressed effectively.</p>	<p>continues to work with the Coordinators on curriculum standards</p>		
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Improved Management

A core objective of the Ministry of Education is to improve its management of the education system. The major challenge for the Ministry is to develop the capacity to deliver on the ambitious goals and objectives set out in the education reform program embedded in the VERM. Managing the program of reform will involve some difficult trade-offs, so that those activities that are undertaken can be satisfactorily achieved. The Ministry of Education acknowledges that it may find it necessary to make difficult choices about what will not even be attempted, if it is to demonstrate good performance in those key priorities that it has decided to address.

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
<p>A program of legislative and policy reform (including reform of the Teaching Service Commission) will be initiated to improve the management of the education system. The Education Act and related legislation (for example, the Teaching Services Act, and the associated Acts governing the Vanuatu Institute of Teacher Education and the Vanuatu Institute of Technology) will be reviewed. New policy development work on a range of policies across the sector will be undertaken through the establishment of appropriate task forces or technical working groups. The management reforms will include support</p>	<p>A TA was recruited and consultation with key stake holders within the Ministry of Education and two (2) Provinces had been held on the proposed reviews to the Education Act.</p>	<p>Submission has been made to the Council of Ministers to approve amendments for Parliament to discuss.</p>	<p>Council of Ministers to approve amendments and submissions to be made to Parliament.</p>

<p>for the current audit function, which will continue over the medium term. This audit function is particularly important while the school grants system is being implemented.</p>			
<p>Analysis of sector financing will be initiated in a phased way through support for an initial study of the costs and distribution of teachers (a Teacher Costing Exercise) during 2010. A Public Expenditure Review of the education sector or an equivalent comprehensive analysis of the financing of education will be completed no later than the end of 2011. An emphasis will be placed on strengthening the Vanuatu Education Management Information System (VEMIS) in order to ensure that policy development is informed by good information, and that the implementation of policies such as the school grants system is based on sound and accurate data. Improved budgeting and planning capacity will be addressed through appointment of appropriate staff and through use of short-term or medium-term technical assistance where necessary.</p>	<p>Study and report has been made by Barbara Thornton on costs, effectiveness and distribution of teachers and report was presented.</p>	<p>Evidence indicating that in secondary schools teachers are underemployed while the ratio between students and teachers has been low in rural areas</p>	<p>The rationalization process will embark on addressing issues that have been alerted.</p>

Education Sector Priorities

Early Childhood Education

The key priorities for the Early Childhood Education (ECE) sector include the following:

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
<p>Developing and approving a policy statement on early childhood education which will recognize early childhood education as an integral part of the Vanuatu education system. Establishing appropriate standards for ECE teachers, and seeking Government support for the payment of salaries of</p>	<p>Early Childhood Education Policy completed and printed in English. Currently being translated into French and Bislama. Early Learning Standards (ELDS) has been completed and will be</p>	<p>All stakeholders to be consulted so we get the support when implementation is completed.</p>	<p>Mass awareness on the ECCE Policy before implementation of policy in 2012. Awareness to</p>

<p>appropriately qualified and/or certified ECE teachers, as resources permit.</p>	<p>used to develop ECE curriculum.</p>	<p>To get the job done properly takes time, patience and finance but it pays off in the end.</p>	<p>teachers and parents on the ELDS so teachers can use the standards in planning children's activities.</p>
<p>Improving the skills and qualifications of the untrained ECE teachers in the Vanuatu education system.</p>	<p>We did training for the trainer of trainers (that is the Key Teachers from each Province) and they will in turn take new knowledge and pass on to the teachers in their zone. We failed to give much needed training skills to our Provincial ECE Coordinators. The Key Teachers should be the first teachers to receive a salary because for several years they have been working with a mere allowance whenever we can give to support their travelling and meals.</p>	<p>There are too many teachers to reach annually and so to get a good coverage we pass on new knowledge and skills to the Key Teachers and Provincial ECE Coordinators who will pass on the new skills to the teachers in their Provinces. There needs to be follow-ups after an initial training to support teacher and talk with parents and communities as a lot of the teachers are very isolated.</p>	<p>We must make provision to make it an annual event to upgrade the skills of the key teachers as they play a very important role to ensure continuity to the ECE programs.</p>
<p>Completing and gaining approval for a national early childhood education curriculum, and approval and implementation of a national kindergarten curriculum standards framework.</p>	<p>ECE and Yr 1 & 2 teachers have been selected to participate in the training workshops for K1-3. Work has started on familiarizing local writers & teachers with VNCS, ELDS, and ECCE Policy.</p>	<p>Difficult to identify suitable teachers to come in as writers – the good teachers are teaching.</p>	<p>Training for writers & consultation group K1-3. Transform ELDS for Yr1. Write standards for Yr 1-3. Trial K1-1 and 2-3 standards.</p>

<p>Establishing an appropriate Government-approved system for formal registration and/or licensing of ECE Centers.</p>	<p>A consultation group came up with a registration form so all ECE centers must be registered and teachers to be licensed so we maintain quality in the ECE centers.</p>	<p>There are a lot of teachers untrained because after receiving training they return to their respective communities they do not get the support needed so they leave and communities take on new untrained teachers.</p>	<p>While doing mass awareness on the ECCE Policy we will introduce the registration form so teachers and communities know what is expected of them in 2012. We will also have a list of teachers and we will know who is trained and who needs training and what kind of training is needed.</p>
<p>Supporting the development of appropriate facilities for early childhood education, preferably attached to primary schools.</p>	<p>We managed to send 20 bags of cement to 143 pre-schools in Vanuatu. We originally planned to send enough cement for 210 pre schools but funds allocated was not enough so we were able to send to only to 25 pre- schools in each Province. Tafea lost 140 bags of cement (less 7 pre schools) when a boat carrying the cement sunk off Lenakel Port.</p>	<p>Pre Schools to receive the bags of cement must have a good storage place and the community must be prepared to work as soon as they receive the cement. No wire mesh was provided but communities used woven bamboo in place of wire mesh.</p>	<p>Plans in place for the same number of pre schools to receive cement (25 pre- schools from each Province)</p>

Teacher Education

Key priorities for Teacher Education are:

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
Determination of policy on teacher education, including the setting of minimum standards of entry to the teaching profession, in order to raise the quality of teaching.	VITE has initiated the policy through the entry/selection criteria for training at the Institute. This is the second year and so far it looks good – has helped in the process of selection right candidates	For VITE, Clearly criteria and selection procedure ensures quality	Complete development of the teacher education policy.
Designing and delivery of a suitable program to up skill the untrained teachers in the teaching work force, with incentives to raise standards of teaching (either through field-based training, summer courses, or distance education).	Still waiting the implementation a plan to have a TA and 2 trainers to develop the program		Appointment of TA and 2 trainers to develop the program?
Initiation of a study of teacher supply and demand in Vanuatu, with a focus on the primary school teaching work force, in order to provide data on which policy for the future supply of teachers can be based.	Study has not been undertaken		Develop plan (and seek funding) to carry out this study.
Planning immediately how to increase the intake of teacher trainees at VITE, in order to produce more teachers to meet the anticipated surge in enrolments resulting from the Government of Vanuatu's primary school grant and fee-free education policy.	Training at VITE, for the last years, is not directed by MoE HR plan.	No planning in place to direct VITE training.	MoE HR develop (5 year) plan to direct VITE on annual intake to be implemented as from 2012
Development of a capital development plan (additional classrooms, dormitories, and a multi-purpose hall) for the	Current plan is to replace a 5-room classroom block.	Very little implementation	Revise development plan

<p>Vanuatu Institute of Teacher Education in order to plan for an expanded teacher trainee intake and to upgrade outmoded facilities.</p>	<p>Work will begin soon. VITE has developed a draft 5 year strategic plan in 2009/2010 which outlined 'proposed future facilities'.</p>		
<p>Development of an early childhood teacher education program at VITE.</p>	<p>VITE has initiated the training, in a small way, through the development of Education studies course EDP111 Education psychology. No training program in place yet.</p>	<p>Current focus is on harmonization of current training program (Cert. in Education and Dip. in Educ.) and the extension from 2 years to three. No time and resources available for until 2012 for the development of another training program.</p>	<p>Begin planning for the development of the training program to begin in 2013.</p>
<p>Establishment of an in-service unit at VITE.</p>	<p>Provide in-service training to teachers to upgrade their skills</p>		

9. Budget Narrative Performance Measures and Progress

The following Performance Measures were defined in the 2010 Budget Narratives.

Ministry Cabinet: Performance Measurement (Service Targets)

Description	Implementation Progress
Adequate and available political and administrative support to the office of the Minister	Adequate political and administrative support was provided to the Office of the Minister
Overall effective and efficient development and management of the Education system as reported and/or to be reported in the Ministry's Annual report	Education within Vanuatu continued to be developed during 2010 as described within this Annual Report.
Overall management of implementing policies as directed by the government of the day	Policy implementation was managed as directed by the government.

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

Description	Implementation Progress
Implementation of plans and policies to achieve national, regional and international educational goals	The Ministry of Education Annual Work Plan was implemented and monitored during the year.
Implement recommendation initiated after school audits and inspection reports	Internal Audit conducted some follow up audits and found an improvement in internal control in some of the schools which had been audited.
Occupational, health and safety policy procedures in place for all schools by 2010	Schools are developing disaster management plans. Occupational Health and Safety Policies and procedures were not targeted during 2010.
National Human Resource Development Plan in place by 2010 to guide decision on scholarships and training	Not done. There is a plan to recruit personnel to work towards this during 2011.
Submission of financial statements to parliament at the end of each year	Financial statements were prepared in accordance with Ministry of Finance and Economic Management requirements during 2010.
Timely submission of all annual reports on the implementation of education policies, in compliance with legislative requirements	Annual reports were produced during 2010 for a backlog of years. The 2010 Annual Report is expected to be submitted within legislative requirements.
Review of all education legislation by 2010	The Education Act and Teaching Service Commission Act were reviewed during 2010. Decisions as to amendments to be made are required during 2011.
Provision of annual training programs for	Training was provided on numerous topics to

staffs of TSC and PSC	teachers and heads of schools during 2010, including financial management training for heads of schools. Selected training was provided to PSC officers on topics relevant to the duties and skill needs of the officers.
Regular interactions with senior management	The Director General communicated regularly and frequently with his senior management.

Office of the Director of Corporate Services: Performance Measurement (Service Targets)

Description	Implementation Progress
All Annual Reports submitted on time and complying with legislative requirements	A back log of Annual Reports was submitted during 2010.
MoE medium-term funding strategy in place and annually reviewed from 2010	MoE developed a medium term funding strategy for development funding within the Vanuatu Education Road Map strategy.
Schools charters aligned to government policy and procedures by 2010	Not specifically addressed. Some work was done with regard to provision of training and awareness on government policies and procedures on a number of topics.
MoE Facilities and Equipment Master plan in place by 2010	The Facilities and Equipment Master Plan was not prepared during 2010.
Procurement Manual in place by 2010	Manual not in place. Instead the facilities unit uses the Facilities Unit Procurement Plan developed with a help of a TA and was attached as an Annex in the 2010 MoE annual work plan to procure materials.
Improve Reporting from schools and provincial education offices	Work on establishing a proper communication system between schools and provincial education offices is ongoing.
Provision of training to TSC and PSC staff throughout the year	Training was provided on numerous topics to teachers and heads of schools during 2010, including financial management training for heads of schools. Selected training was provided to PSC officers on topics relevant to the duties and skill needs of the officers.
Performance agreement in place and bi-annual performance discussion for all Directors and senior managers by 2010	
Rational funding model for schools in place by 2010	Work commenced towards creating a funding model, but further information and work is required after completion and approval of the Minimum School Standards.
Review of Education Management Information system report	A review of the Vanuatu Education Information System was completed during 2010 with an emphasis on future development needs and sustainability.

School Support Services Administration: Performance Measurement (Service Targets)

Description	Implementation Progress
Expand curriculum and learning materials in schools	Work continued on developing the new curriculum, with work conducted for years K to 3 in particular during 2010.
Improve head teachers administration and management skills	Training to improve administration and management skills for all school heads and principals was conducted. The Financial management training and the VEMIS provincial training has improved teacher's management in schools.
Assessment tools developed and introduced in schools	Assessment tools are used in schools. Work is ongoing to develop new assessment tools to be used alongside the new curriculum.
Monitor school operations and teachers performances	Ongoing work done on monitoring school operations and teacher performance.
Subject content, teaching methodology and assessment skills of all teachers upgraded	In service training on these topics was not conducted during 2010.
Continue support of Child Friendly Schools	Concept changed to preparing a broader based Minimum Standard for Schools. Work on developing these standards is well advanced.
Develop and approved examination prescriptions for different examination levels	This was not conducted during 2010.
Provision of sufficient numbers of trained basic, and secondary teachers	Work is ongoing to provide sufficient number of trained teachers in the primary and secondary
Improve zone curriculum advisors capacity to work	Ongoing training is conducted to ZCA to improve working capacity
Monitoring of annual national exams	National examination performance and results were monitored.
Monitor students learning at all levels	Student learning was monitored.
Review the national curriculum	Work on reviewing the national curriculum is underway and is ongoing
Improve coordination of pre-service and in-service teacher training	In-service unit is set up within the Vanuatu Institute of Teacher Education, and development of an in service training strategy has commenced.
Harmonization of the Vanuatu Institute of Teacher Education curriculum	Work on the harmonization of the VITE & VIT is underway and is ongoing. The new harmonized program was implemented for the first year of teacher training in 2010.

Secondary Schools: Performance Measurement (Service Targets)

Description	Implementation Progress
Action Plan and submissions to progressively assist all secondary schools to provide computer literacy and computer access to teachers and students	An action plan was not prepared during 2010.
Provision of annual EMIS reports to assist all secondary schools in administrative and management operations	Brief EMIS report (school feedback form) is sent out to all schools once every year.
Career guidance provided on an ongoing basis in all government schools by 2010	Not conducted during 2010.
Increase national and international acceptance of Vanuatu pre tertiary certificates and graduates including entry into international universities and colleges and improve employability	This was not monitored in a measurable way in 2010.
Secondary "Job Club" piloted in at least one school in each province	Job club not started
DAEU to be transferred to USP	Process ongoing
Reports providing solutions for the secondary schools dropouts and reduced dropout numbers are recorded by 2010	This was not conducted during 2010.
Increase in the number of students attending and completing distance education	This was not monitored in a measurable way in 2010.
Increase access for students to TVET facilities	This was not monitored in a measurable way in 2010.

Primary Schools: Performance Measurement (Service Targets)

Description	Implementation Progress
Increase the number of schools using vernacular language	This was not monitored in a measurable way in 2010.
Each province to have basic education places to year 8 for all children by 2010	Policy changed due to its ill impact on the quality of the children's learning (only few centers schools are allowed to accommodate years 7 &8)
Implement fee subsidy for year 1 to year 6 by 2010	School grants of 6800 per student in years 1 to 6 were paid to all government and government assisted primary schools.
Annual plans and report documenting literacy and numeracy targets and achievements against targets	Annual work plan developed with relevant activities to that addresses literacy and numeracy
Net enrolment rates for girls approach 100% by 2010	Net enrolment rate for girls in primary and secondary is just over 58 %
Upgrading of primary facilities in approximately	Work to upgrade facilities in 16 Primary

40 to 60 schools	schools with over 50 classrooms were completed during 2010
Increase the supply of stationery to government and government assisted school	Stationery was distributed to all government and government assisted primary schools
Strengthen the school administration and financial management	Financial training and VEMIS training was provided to school heads and ZCA's to improve management at school level
Increase the supply of book flood to all primary schools	Procurement process was implemented for books during 2010 and about half of the ordered books were received in December. Books will be shipped to the schools this year (2011)

Post Secondary Schools: Performance Measurement (Service Targets)

Description	Implementation Progress
Piloting the program for the new Vanuatu Community Certificate and the Vocational Foundation Certificate by 2010	Initial work has been started
At least have 100 existing workers and short course students successfully complete customized training by 2010	This was not monitored in a measurable way in 2010.
Increased national and international acceptance of Vanuatu pre-tertiary certificates and graduates, including entry into international universities and colleges and approved employability	This was not monitored in a measurable way in 2010.
Expand the programs in Business/Finance, Tourism and Hospitality and new courses in Arts and Crafts and Science	Initial work has been started
Restructuring of the VITE curriculum framework	The new harmonized curriculum for VITE was implemented for the first year of student teacher intake in 2010.
Ensure that grants are fully utilized in achieving the institutions objectives	An Internal Audit was conducted during 2010 and the recommendations of the report are being considered for implementation.
Continued professional and administrative support to the institution	Ongoing

10. 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 Service – The Director General's office is responsible for the overall direction and management of the entire Ministry in implementing 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 and IT section
- 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.

11. Service delivery issues and performance improvement

Apart from the overall Ministry's priority areas, quality is considered a core activity for both 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
- Addressing the challenge of staffing the important sections of the Ministry such as the Curriculum and Examination
- Internal School Audit of schools and reports are acted on

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

12. 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 ranks of the Ministry.

Another critical issue that affects quality improvement is the lack of personnel in important and strategic areas within the Ministry. The whole government should realize that the Ministry of Education seriously needs essential areas of the various departments to be filled with qualified staff. Without this, a few available staffs are being overworked and shall continue to affect overall performance.

13. 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.

There are 4 policy papers that the Ministry of Education has been working on this year. Work on most of these policies has been started earlier on but carried on through to 2010.

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 paper has been translated into French and English languages but awaiting its translation into Bislama before the final touches of printing and the launching of it. The policy will be launched and published in 2011.

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 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. The policy paper is still in its draft and there are number consultations yet to be made before finalizing it. The publication of the policy will occur in 2011.

The Inclusive Education (IE) policy and Strategic Plan 2010-2020 that was developed in 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 in its final stages for presentation to the key stakeholders for approval. The publication of the policy will occur 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. The completion and publication of the policy will occur in 2011.

An indicator of the 2011 MoE annual work-plan under the Director General's office clearly specified that all outstanding policies are to be completed and approved in 2011

14. Legislation

The Ministry of Education administers the following legislation:

- Education Act
- Education Regulations
- Education Orders
- Teaching Service Commission Act
- Teaching Service Staff Rules

There was no new legislation passed for the Education portfolio during 2010.

15. Portfolio legislation and any transfer of responsibility in 2010

Mr. John Murn, is contracted under the VERM to review the main legislations that are administered by the Ministry, namely the Education Act, Teaching Services Act, VIT Act, VITE Act and VNTC Act. Proposals to the Education Act as the umbrella Act have been submitted to the Council of Ministers for discussion and approval before it goes to Parliament.

The Public Service Commission is being tasked to assist in implement the approved structure of the Ministry. With the new developments and initiatives, it is likely that the structure is to be revised to accommodate these developments. For instance, the status of the school inspectors and their role as defined in the revised legislation with regard to the Teaching Service Commission. Inspectors should become the quality assurance arm of the TSC.

16. Statutory Authorities

The Ministry of Education portfolio includes the following statutory bodies:

- Teaching Service Commission
- Vanuatu Institute of Technology
- Vanuatu Institute of Teacher Education

17. International Agreements or Commitments

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

- 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, etc)

18. Human Resource Development Plans

There is a draft Human Resource Development Plan 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 GoV agencies, the private sector including industry associations and civil society. The plan has not been finalized or approved as yet.

19. Report on Overseas Training Attendees

The Ministry of Education does not have a National Human Resource Development Plan in place to assist. There was one develop in 2007 but yet, it has not been approved and also the document is more about the findings and the recommendation of what is to be done in order to get a realistic NHRD plan.

Reality shows that staffs who wish to further their studies overseas for knowledge or skill development rely on;

- i) Applying for sponsorship through the government manage scholarship program through the Ministry of Education and,
- ii) Applying for scholarship through the donor managed scholarship programs under the Australian High Commission and the New Zealand High Commission open equity.

There are also other avenues to exploit like the short term courses or trainings funded by the government of New Zealand under the NZ Aid program in Vanuatu and also the UNESCO International Institute for Educational Planning, who has been helping the pacific island countries in capacity building in Education Planning.

This year (2010), 4 officers were able to further their studies overseas, 1 from the provincial education office and 3 from the central MoE department.

Mrs Helen Vusi (Penama PEO) attended a 3 months short course, funded under the NZ Aid program in Vanuatu. Detail of the course she attended is not available. Mr. John Kaltau was awarded a 2 years scholarship under the donor managed scholarship program of the NZ high commission

20. 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 always sought with the state Law for all legal issues and complaints. In all its attempts, the Ministry is responsible to ensure that the principles of good governance and accountability are adhered to.

The Ministry of Education is not aware of any investigations by the Ombudsman's Office or the Auditor General during 2010.

21. Equity Issues and Action

There are a number of equity issues that have long been addressed. The significant ones are that;

- i) The gap still remain in the female positions in senior post in administration of both the primary and secondary schools
- ii) The gap between the number of female positions in terms of salary grading still remain large,
- iii) There is a need to push for more females to apply for scholarships

The gender equity policy has been in place since 2005. However, the policy is never implemented or has been implemented only in ad hoc basis. Despite the shortfall, there are actions taken. The 3 workshops jointly organized by the MoE and the University of Waikato on women in leadership seek to uncover the barriers that is hindering women pursuing careers in life. The other major action taken to ensure there is equity in the scholarship allocation to boys and girls lies with the donor policies of providing equal number of boys and girls.

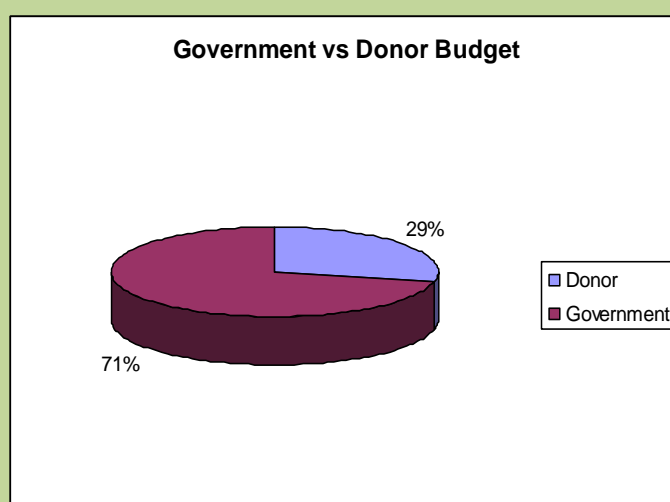
The issue of in-equality has been under the scope for some time, therefore various institutions are trying their best to find alternative to solve the issue. Gender equity is a cross cutting issue that has been tackled over the years, however, a collective effort is needed to resolve the issue in the various settings that is left outstanding.

22. Education Sector Financing

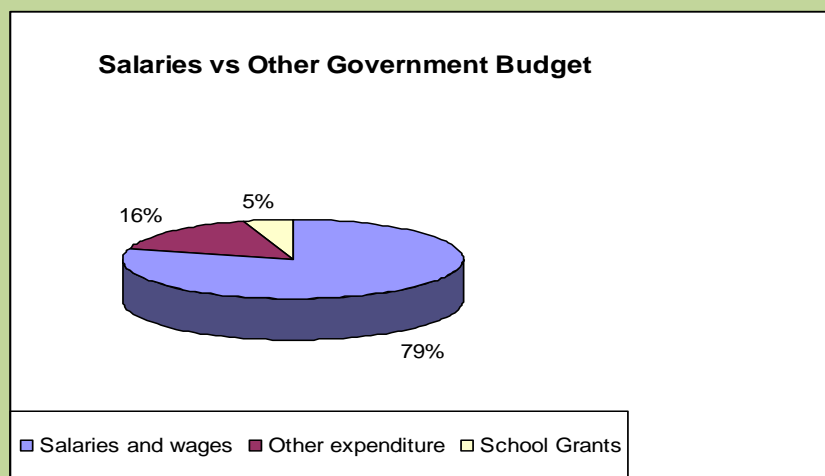
The 2010 budgets for education were allocated as follows:

Government	Salaries and wages	2,881,718,868	79.5%
	Other expenditure	570,659,289	
	School Grants	171,200,000	
Donor	Other expenditure	1,453,617,712	28.6%
Total		5,077,195,869	

Government budgeting for salaries and wages is now less than 80% of the total of the recurrent budget. This is due mainly to the increased government funding for primary school grants to 200 million vatu, and an increase in budget for scholarships to 250 million vatu.



Of the salaries and wages budget, 85% was for primary and secondary school teachers. Of the teacher salaries, 62% is for primary school teachers and 38% for secondary school teachers, reflecting to some extent the greater enrolment in primary schools.



23. Performance against Performance Assessment Framework Targets

There is no reporting against these indicators at this time. It has been identified that the calculations for some of the above indicators are not correct.

The VEMIS team is working with UNIQUEST consultants to create an accurate and efficient reporting mechanism, and to review the indicators which are measured and reported.

24. Audits Undertaken in 2010 and Fraud Control

There were no external audits undertaken within the Ministry during 2010.

In year 2010, the Internal Audit at the Ministry of Education based in Port Vila has planned to audit 120 schools situated in the six provinces. The original Annual Audit Program provided for audits of 120 schools plus VITE. The Internal Audit Unit completed audits of 107 schools, including special investigations into 4 schools.

The Internal Audit Unit was asked to conduct special investigations at 5 schools during 2010. These were undertaken in addition to the programmed schedule of school audits. Also these were not full scope audits and did not cover the full Internal Control Questionnaire. The investigating auditors focused on the areas of concern raised by management or the Minister. All of these audits resulted in disciplinary action being taken against the head of school or bursar. The disciplinary action ranged from demotion to Police prosecution. In some of these cases the money was recovered.

The Internal Audit Unit has also identified a number of common internal controls of governance breaches in most schools audited. To help eliminate these breaches, the Internal Audit has prepared a schedule of common audit findings and recommendations and compiled it with the School Financial Management Manual. The Provincial Executive Officers have already received training on the manuals as well as the head teachers. The purpose of producing the schedule of common findings is to educate heads of schools and to encourage PEO's to provide support to overcoming these deficiencies in all schools.

25. Financial Report 2010

The following financial reports were extracted on the 7th of February 2011.

Ministry of Education Cabinet

		2010	2010	2010
Account	Description	Budget	Original Appropriation	Actual to Date
8AAF	Family Allowance	720,000	720,000	583,701
8AAG	Gratuity Allowances	3,353,596	3,353,596	3,104,390
8AAH	Housing Allowances	7,020,052	7,020,052	7,019,733
8AAO	Other Allowances	0	0	35,000
8AAP	Home Island Passage Allowances	0	0	109,621
8AAS	Special Allowances	0	0	(6,000)
8ASP	Provident Fund	833,664	833,664	959,711
8AWL	Leave expense	0	0	1,480,122
8AWO	Overtime Wages	0	0	246,000
8AWP	Permanent Wages	20,121,565	20,121,565	20,120,350
8CAB	Subsistence Allowances	350,000	350,000	465,000
8CAS	Sitting Allowances	100,000	100,000	0
8CBI	International Accommodation	300,000	300,000	0
8CBL	Local Accommodation	150,000	150,000	0
8CFV	Vehicles Fuel	500,000	500,000	85,344
8CGR	Transport - Freight	15,000	15,000	0
8CHL	Local Medical Treatment	0	0	9,800
8CHT	Other Medical Treatment	10,000	10,000	0
8CJO	Office Cleaning	25,000	25,000	0
8CKD	Advertising - Communications	0	0	0
8CKP	Postage - Communications	20,000	20,000	7,112
8CKS	Stationery - Communications	150,000	150,000	36,027
8CKT	Telephone / Fax - Communications	250,000	250,000	0
8COI	Incidentals	130,442	130,442	264,922
8COT	Termination Payment	90,000	90,000	2,112,890
8COU	Uniforms	10,800	10,800	0
8CRB	Buildings Repairs & Maintenance	216,000	216,000	748,518
8CRE	Equipment Repairs & Maintenance	100,000	100,000	0
8CRV	Vehicles Repairs & Maintenance	300,000	300,000	564,078
8CTI	International Travel	5,000,000	5,000,000	3,657,207
8CTL	Local Travel	484,270	484,270	(624,724)
8CZV	Value Added Tax	300,000	300,000	234,089
8EFO	Furniture - Office Furniture	400,000	400,000	0
	Total for all Accounts	40,950,389	40,950,389	41,212,891

The whole Ministry of Education

		2010	2010	2010
Account	Description	Budget	Original Appropriation	Actual to Date
8AAF	Family Allowance	52,446,000	52,446,000	52,665,407
8AAG	Gratuity Allowances	-	-	-
8AAH	Housing Allowances	134,438,056	134,438,056	170,061,151
8AAO	Other Allowances	6,841,880	6,841,880	4,011,920
8AAP	Home Island Passage Allowances	2,409,191	2,409,191	1,868,089
8AAS	Special Allowances	75,098,280	75,098,280	6,509,068
8ASP	Provident Fund	101,853,103	101,853,103	102,572,710
8AST	Other Fund	-	-	-
8AWC	Contract Wages	-	-	300,000
8AWD	Daily Rated Wages	452,127	452,127	867,872
8AWO	Overtime Wages	-	-	3,258,252
8AWP	Permanent Wages	2,411,501,424	2,411,501,424	2,546,930,116
8CAB	Subsistence Allowances	9,435,000	9,435,000	9,399,211
8CAP	Repatriation Allowances	15,000	15,000	48,379
8CAS	Sitting Allowances	540,000	540,000	239,580
8CBI	International Accommodation	41,998,800	41,998,800	174,880
8CBL	Local Accommodation	5,742,209	5,742,209	1,752,819
8CCI	International Courses	3,673,200	3,673,200	-
8CCL	Local Courses	1,600,000	1,600,000	1,488,436
8CDC	Compensation Damages	-	-	-
8CEC	Consultants Fees	1,500,000	1,500,000	-
8CET	Other Fees	-	-	461,084
8CFV	Vehicles Fuel	2,096,000	2,096,000	2,320,666
8CGM	Mail Carriage Freight	215,000	215,000	13,916
8CGO	Other Charges - Freight	179,881	179,881	538,908
8CGR	Transport - Freight	861,492	861,492	1,686,493
8CGS	Storage - Freight	-	-	-

8CHI	International Medical Treatment	-	-	-
8CHL	Local Medical Treatment	-	-	290,403
8CIE	Equipment Hire	-	-	172,048
8CIF	Facilities Hire	-	-	354,980
8CIV	Vehicles Hire	-	-	222,250
8CJO	Office Cleaning	490,000	490,000	322,574
8CKD	Advertising - Communications	445,000	445,000	931,853
8CKL	Translation Communications	300,000	300,000	969,665
8CKP	Postage - Communications	260,000	260,000	64,518
8CKR	Printing - Communications	6,490,488	6,490,488	2,677,775
8CKS	Stationery - Communications	4,771,001	4,771,001	9,041,474
8CKT	Telephone / Fax - Communications	5,230,000	5,230,000	5,089,900
8CLL	Leases - Land	-	-	5,872,000
8CLS	Survey Cost - Land	-	-	-
8CMC	Curriculum - Materials	-	-	-
8CMG	General - Materials	-	-	29,336,869
8CMO	Office - Materials	-	-	2,489
8CNO	Office Rental	-	-	-
8CNT	Other Rental	-	-	11,335
8COC	Court Costs	-	-	3,600,000
8COE	Terminal Payments	-	-	72,340
8COF	Refunds	1,600,000	1,600,000	654,220
8COI	Incidentals	1,460,651	1,460,651	13,832,347
8COP	Official Entertainment		700,000	

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		700,000		89,826
8COS	Insurance	-	-	-
8COT	Termination Payment	31,911,735	31,911,735	19,597,126
8CPA	Allowances - Scholarships	89,081,700	89,081,700	112,536,190
8CPE	Fees - Scholarships	90,204,597	90,204,597	71,993,727
8CRB	Buildings Repairs & Maintenance	1,011,000	1,011,000	1,197,730
8CRE	Equipment Repairs & Maintenance	2,250,000	2,250,000	1,573,607
8CRH	Houses Repairs & Maintenance	-	-	1,010,000
8CRM	Maintenance Contract	500,000	500,000	180,468
8CRV	Vehicles Repairs & Maintenance	1,072,112	1,072,112	1,374,082
8CSD	Distribution Supplies	-	-	89,788
8CSO	Other Suppliers	-	-	-
8CTI	International Travel	23,613,269	23,613,269	21,703,458
8CTL	Local Travel	13,338,951	13,338,951	9,704,545
8CUE	Electricity Utilities	7,500,000	7,500,000	9,151,540
8CUW	Water Utilities	400,000	400,000	1,615,505
8CWL	Local Workshops	1,600,000	1,600,000	-
8CXD	Death Benefit - Ex-gratia	-	-	-
8CZV	Value Added Tax	6,938,183	6,938,183	13,104,907
8DGA	Ancillary Staff Grant	47,214,422	47,214,422	-
8DGE	Teaching Staff Grant	-	-	-
8DGO	Operating Grant	205,505,462	205,505,462	250,950,575
8DGR	Repairs Grant	-	-	-
8DGS	Stationery Grant	15,000,000	15,000,000	(15,000,000)

8DNO	Other Non Profit Institution	3,110,000	3,110,000	-
8DNV	V.B.T.C. Non Profit Institution	800,000	800,000	-
8EBN	Buildings - New	-	-	-
8EBR	Buildings - Renovation	-	-	-
8EEA	Equipment - Additional General	5,276,926	5,276,926	3,157,344
8EEC	Equipment - Computer	3,100,000	3,100,000	1,253,810
8EEH	Equipment - Heavy Equipment	-	-	-
8EEP	Equipment - Photocopiers	-	-	2,159,075
8EFH	Furniture - Housing Furniture	-	-	630,000
8EFO	Furniture - Office Furniture	300,000	300,000	324,081
8EVA	Vehicle - Additional Vehicle	-	-	3,022,223
8EVI	Vehicle - Industrial	-	-	-
8FCB	Bank Charges	120,000	120,000	209,447
OVER	Overhead expenses	18,928,308	-	-
PAYR	Payroll expenses	81,071,692	-	-
	Total for all Accounts	3,524,492,140	3,424,492,140	3,492,317,051

Teaching Service Commission

		2010	2010	2010
Account	Description	Budget	Original Appropriation	Actual to Date
8AAF	Family Allowance	192,000	192,000	187,680
8AAG	Gratuity Allowances	287,300	287,300	-
8AAH	Housing Allowances	720,064	720,064	938,375
8AAO	Other Allowances	45,408,000	45,408,000	44,083,220
8AAS	Special Allowances	-	-	987,248
8ASP	Provident Fund	2,091,406	2,091,406	236,401
8AWP	Permanent Wages	4,793,160	4,793,160	7,009,600
8CAB	Subsistence Allowances	378,000	378,000	70,000
8CAS	Sitting Allowances	320,000	320,000	265,000
8CCL	Local Courses	500,000	500,000	-
8CDI	Injuries Damages	1,000,000	1,000,000	-
8CFV	Vehicles Fuel	17,922	17,922	16,316
8CGM	Mail Carriage Freight	-	-	19,555
8CGS	Storage - Freight	200,000	200,000	243,036
8CHL	Local Medical Treatment	-	-	8,995
8CJO	Office Cleaning	55,120	55,120	47,825
8CKP	Postage - Communications	40,000	40,000	20,250
8CKS	Stationery - Communications	100,000	100,000	408,213
8CKT	Telephone / Fax - Communications	-	-	26,444
8CMC	Curriculum - Materials	-	-	8,265
8CMG	General - Materials	60,000	60,000	148,361
8COC	Court Costs	1,000,000	1,000,000	-
8COF	Refunds	100,000	100,000	-
8COI	Incidentals	9,545	9,545	140,558
8COT	Termination Payment	94,900,000	94,900,000	98,442,147
8CRB	Buildings Repairs & Maintenance	-	-	11,616
8CTI	International Travel	200,000	200,000	-
8CTL	Local Travel	400,000	400,000	579,177
8CXD	Death Benefit - Ex-gratia	4,863,111	4,863,111	-
8CZV	Value Added Tax	200,000	200,000	614,570
8EEA	Equipment - Additional General	300,000	300,000	807,249
8EVR	Vehicle - Replacement	-	-	2,804,000
	Total for all Accounts	158,135,628	158,135,628	158,124,101

26. Contact Officer

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27. Assistance

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