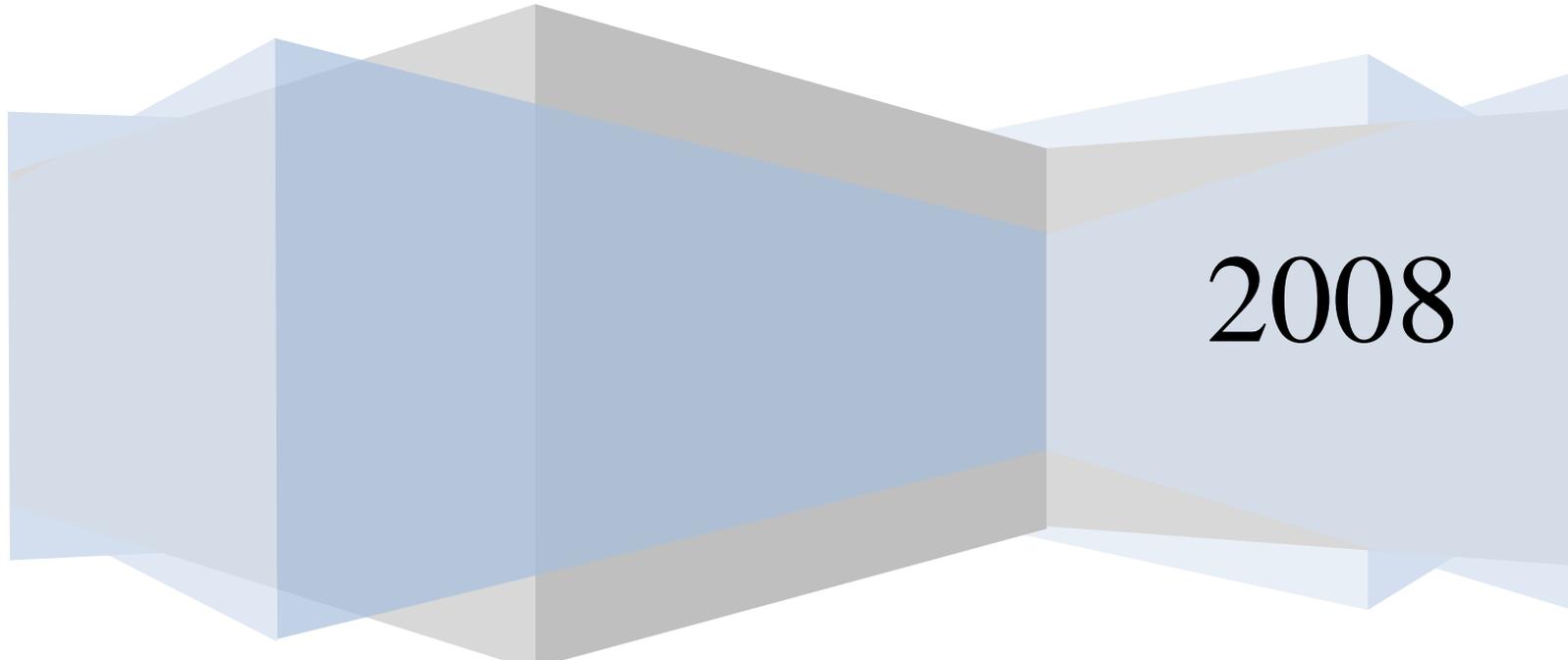


Ministry of Education

Annual Report



2008

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Abbreviations

ARH	Adult Reproductive Health
AusAID	Australian Agency for International Development
AUF	Agences Universités de France
CDU	Curriculum Development Unit
CNS	Computer Network Services
DAF	Division of Administration and Finance
DBE	Division of Basic Education
DESA	Diploma in Education for Secondary Anglophone Teachers
DFID	British Development Fund for International Developments
DPPS	Division of Policy and Planning Services
DSTFE	Division of Secondary Tertiary and Further Education
EAU	Examination Assessment Unit
ECE	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
EUVED	European Union Vanuatu Education Development Projects
GER	Gross Enrolment Ratio
GIP	Government Investment Projects
MBC	Ministerial Budget Committee
MDGs	Millennium Development Goals
MYDT	Ministry of Youth Development and Training
NEC	National Education Commission
NGOs	Non Government Organizations
NZAID	New Government Zealand Aid
PAHP	Pacific Action for Health Project
PEIP	Primary Education Improvement Project
PRIDE	Pacific Initiatives for the Delivery of basic Education
PSC	Public Service Commission
RTCs	Rural Training Centers
SIL	Summer Institute of Linguistics
SWAp	Sector Wide Approach
TVET	Technical Vocational Education and Training
TSC	Teaching Services Commission
TSCU	Training and Scholarship Coordination Unit
UNESCO	United Nations Education Science and Culture Organization
USP	University of the South Pacific
VASTEP	Vanuatu/Australia Secondary Teachers Education Project
VASANOC	Vanuatu Amateur Sports and Athletics National Organization Committee
VAT	Value Added Tax
VEMIS	Vanuatu Education Management Information System
VESAP	Vanuatu Education Support Action Plan
VESS	Vanuatu Education Sector Strategy
VRDTCA	Vanuatu Rural Development and Training Community Association
VSA	Volunteer Services Association
VITE	Vanuatu Institute of Teacher Education
VIT	Vanuatu Institute of Technology
VIOE	Vanuatu Institute of Education

Director General's Statement

31st March 2009

Hon. Charlot Salwai Tabimasmal, MP- Minister of Education
Hon. Moses Kahu, MP- Minister of Youth Development and Training

Ministry of Education, Youth Development and Training
Port Vila, Vanuatu.

Dear, Honorable Ministres,

I have the honour in submitting to you the 2008 Annual Report of the Ministry of Education together with the Ministry of Youth Development and Training.

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.

This year has been another challenging period. A lot has been done to carry out the activities addressing each VESS goal. Year 2008 was also a land mark for the Education Sector as the Ministry adopts a new approach in addressing the key issues outlined in the VESS. A sub-document known as the Vanuatu Education Support Action Plan (VESAP) becomes the real working document for each individual taskforce. The document outlines the priority program to be carried out, its rationale, the actions that are to be taken and also the cost of implementing the program.

The restructuring of the Ministry of Education was approved on the 14th March 2007 by the Public Service Commission. The proposed new structure with only two Directors was a strategy design to align the Ministry's resources to ensure it is consistent with the achievement and the full realization of the VESS. 2008 also marks the appointment of the two respective directors; the Director of Corporate services and the Director of School support Services.

It is also the intention of the Ministry that subsequently, key tasks and resources will be decentralized from the Department of Education in Vila to the six Provincial Education Offices.

Other Major significant event that has occurred this year saw the launching of the National Sports Policy and the National Youth Policy by the Ministry of Youth Development Sports and Training. Also in November 2007, the first ever National Youth Forum was held and a draft National Youth Charter was drafted in an effort to re-establish the National youth council.

With all these relative achievements, one can look back with a lot of satisfaction. Nonetheless, as we can see that, there is certainly a lot of challenges yet to come and I sincerely hope that we can still keep moving forward in that positive direction.

At this stage, I wish to thank the team of people who have worked tirelessly in realizing the changes that have taken place to date. First of all to yourselves as

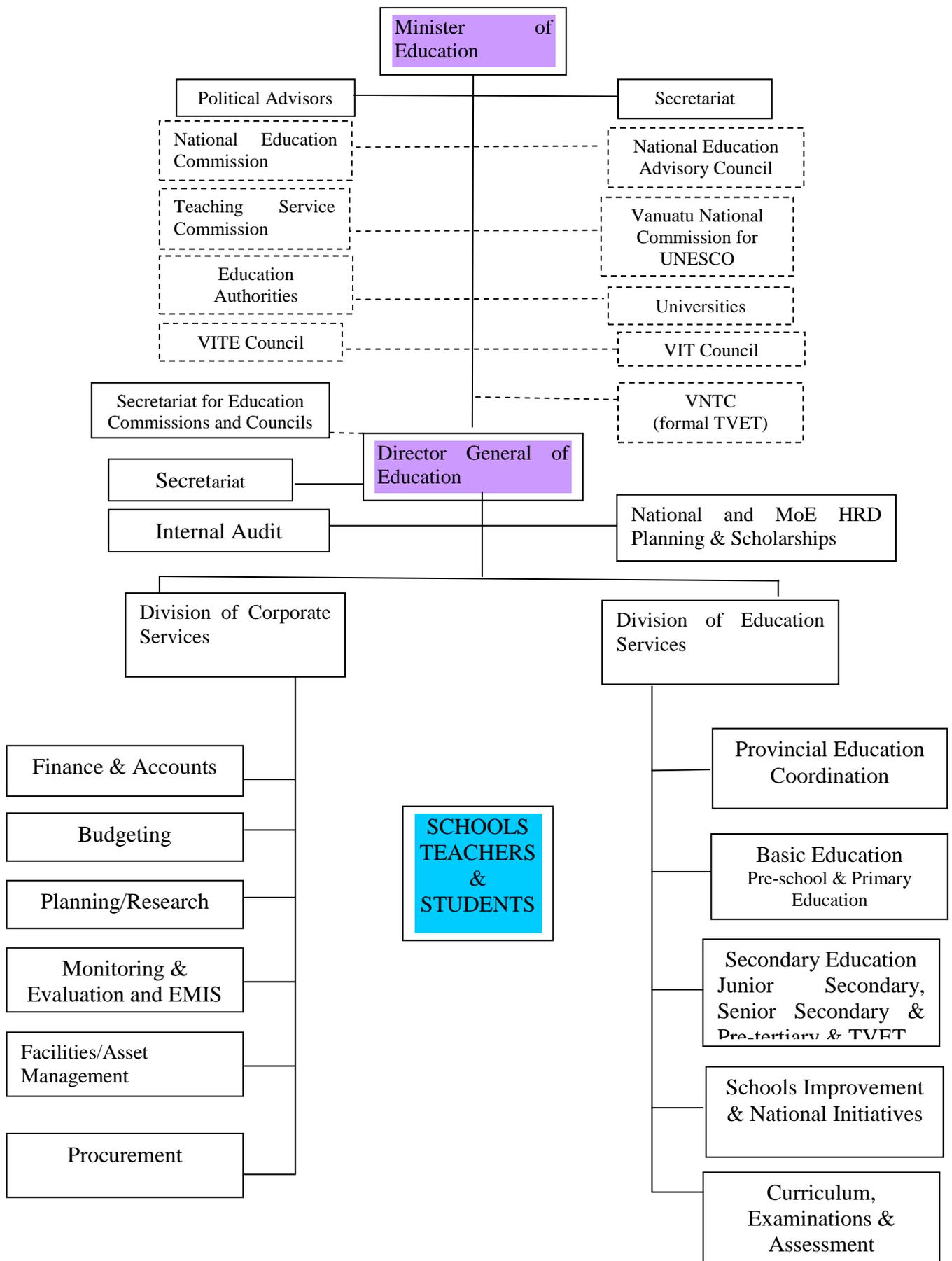
Ministers responsible, for not only rendering me your full support, but in particular for the level of wisdom expended in navigating the changes, culminating in the successes we have experienced to date. The political advisors made the most difference in working together as a strong team in terms of 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 Ministers, the two Ministries as you are fully aware, are still 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,

Daniel Lamoureux
Director General

Fig. 1 an Overview of the Revised Structure of Education



Vanuatu Education Sector Strategy 2007-2016

The primary purpose of the government's education policy is to create a system, which provides opportunities for knowledge and skills acquisition to enhance a harmonious and peaceful society and promote sustainable way of life. Improving access to and raising standards of education and training and grounding education in Ni-Vanuatu culture and belief

Over view of sector

The Education Sector comprises:

- Over 500 schools, 797 kindergartens, and several national institutions which, under the leadership of school committees and councils and the support of parent-teacher associations, deliver education services to over 65,000 students.
- The sub-sectors of early childhood education, primary education, secondary education, technical vocational education and training (TVET), distance education, and tertiary education.
- National services such as teacher training, curriculum, examinations, and the national scholarships office.
- National advisory groups such as the National Education Commission and the National Education Advisory Council.
- The Teaching Service Commission.
- Education Authorities, notably the churches which are registered to manage some schools.
- The Department of Education and six Provincial Education Offices and their Boards which provide overall leadership, management, monitoring and evaluation of the sector.

Vision for Vanuatu Education

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 Republic of Vanuatu is proud of its unique identity and is committed to the development of good citizenship through the provision of a relevant, adaptable, quality driven and student centred education system, which takes into consideration the uniqueness of each child.

The Ministry of Education recognises that education is the shared responsibility of education authorities, communities and parents and will provide system, which is accommodating and inclusive and which will lead to self-development and self-realisation for the young people of Vanuatu. This entails the provision of well-trained teachers, adequate teaching materials and appropriate infrastructure to meet local educational and training needs.

Mission

Our mission is to provide student-centred education that is accessible, relevant, sustainable, responsive, and of good quality, to guarantee every young person:

- Pre-school and basic education to year 8, including literacy, numeracy, life skills, and livelihood skills, respect for our history and culture, and respect for human rights;
- Expanded opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to participate in and manage their schools;
- A well-managed and accountable education system which focuses on building the human resources of Vanuatu, improving learning, living, and working opportunities, and enabling young people to contribute to the productive sectors in both rural and urban areas.

•

Student Outcomes at the End of Basic Education

All students who successfully complete Year 8 will be able to contribute to development within their family and community and be able to continue their education or return to education at a later date. They will have:

- Literacy
 - In vernacular, and
 - Be able to communicate in English and French
- Numeracy; and
- Life Skills
 - Traditional knowledge and skills
 - Health and nutrition
 - Basic self-confidence and discipline
 - Practical skills for sustainable development and rural living including food security
 - Enterprise skills for generating and managing money

Student Outcomes at the end of Secondary and TVET

All students who successfully complete Year 12 or higher will be able to gain employment in the formal economy or in public and community service, develop self-employment and income-generation opportunities, and/or continue on to higher education, through skills in

- Communication and fluency in vernacular, English and French
- Mathematics and science
- Enterprise and business skills
- Computers and information technology
- Self-confidence and self management and lifelong learning

- A good understanding of the world of work, career and course choices, and specific skills as identified in the National HRD Plan to contribute to the productive sectors

Student Outcomes at the End of Higher Education

Students, who successfully complete a diploma, a degree, or a post degree program, will be able to gain employment in the formal economy and public service. With experience and regular updating of their skills, they will be able to secure promotion, move into management and government positions, and develop new schemes and opportunities for economic and social development

Vanuatu Education Sector Strategy Goals; 2007 – 2016

1. Achieve universal primary education completion, strengthen literacy, languages, and numeracy, and develop a national pre-school curriculum and pre-school teacher training program
2. Continue to expand and improve affordable bi-lingual secondary, technical, and higher education which meet national and international standards.
3. Provide more relevant and accessible curriculum, materials and assessment systems
4. Provide qualified, productive and well-supported teachers for every school and strengthen the professional competence of teachers
5. Bring the education, management and facilities of every school up to a sustainable minimum standard, able to provide a safe and caring learning environment, and continuously improving its services
6. Strengthen the effectiveness, productivity, accountability, transparency, governance, and decentralization of the education system and build capacities for results-based management at all levels
7. Strengthen partnerships at national, provincial and local levels, and empower school communities

Cross-Cutting Issues

- Access and equity: targeted measures to address inequities in access and achievements, and a special focus on women, poverty alleviation, rural and remote areas, people with disabilities, and young people in urban settlements.
- Communication and involvement: an approach based on improving communication and participation across the sector.
- Sustainability and the Vanuatu way: respect for language, culture, history and indigenous knowledge. Local solutions for local problems through building self-reliance and aid effectiveness.

Values

- Students and schools first
- Transparency, fairness, equity, and respect

- Professionalism and accountability, focused on results
- Grounded in the best of Ni-Vanuatu culture and open to the knowledge of the world
- A team/ family approach

Ministry of Education and Youth Development and Training Major Services and Outputs

The Ministry of Education and Youth Development and Training has the overall responsibility for the development of Vanuatu's Formal and Non-formal Education and training systems. In order for the Ministries to achieve their goals outlined in the vision statements, they continue to ensure that;

- The two sectors are governed by proper legislations, policies and are well instituted.
- All eligible people in Vanuatu are access to the Education and training services
- Necessary and sufficient teaching, learning and training materials are available in schools and in other institutions.
- The learning materials are relevant to our social and economic situations and needs.
- There is continued development and sustainability at all levels of the Ministries.
- There is continuous assessment of teachers and students performances in schools
- There is sufficient and committed manpower.
- The budget allocated is managed accordingly.

Governing legislations, policies and strategies

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship amongst all nations, religious groups... for the maintenance of peace. Article 26 Universal Declaration of Human Rights

Sector Policies and Strategies

Vanuatu has placed a high priority on education. The sub-title of the new Priorities and Action Agenda (PAA) 2006 – 2010 is: An educated, healthy and wealthy Vanuatu. The national vision is:

By 2015 Vanuatu will have achieved a significant increase in real per capita incomes, along with a steady growth in levels of employment. Within the region, Vanuatu will be among the leading countries in achieving the Millennium Development Goals in education, health, environmental management, and other key social indicators. Public sector reforms will have raised standards of governance, levels of productivity in the civil service, and will have resulted in higher standards of service and managerial accountability. Through continuing structural reform, Vanuatu will have established an effective, enabling environment to sustain the private sector growth, which it aims to achieve in output and employment. (Draft PAA 2006 – 2010)

The VESS recognizes that the education sector must strike a balance between its roles in:

- Alleviating poverty and achieving universal primary education completion for all young people.
- Developing the human resources of the nation to enable young Ni-Vanuatu to build sustainable self-reliant futures and to participate in the productive sectors in both rural and urban settings.
- Supporting and teaching history, culture and traditional knowledge.
- Opening up the door to the knowledge, new technologies, and opportunities of the world.

This balancing is the basis of the VESS. It is why the MoE must continue to work openly with all stakeholders.

The preparation of the VESS has highlighted the need for further policy work and amendment to legislation and regulations.

EFA Assessment Report

The National EFA mid decade assessment aims to identify problems, issues, policies and strategies of education reform to ensure that education will reach the un-reached groups and the goals of the EFA fully addressed by 2015. The theme of the assessment is reaching the un-reached. And it focuses on quality and equality in access and participation in achieving each of the six goals of EFA.

Under the supervision of the EFA coordinator, the review focused on Education as a fundamental right for all children and that it is a vital link to achieving economic prosperity and social welfare. Education and youth development are an investment in the future of our country, and are the major contributing factors to economic prosperity (through providing a literate and skilled workforce) and social stability.

The revised and updated version for the Education for All Assessment Report was published in 2004. Other improvement has seen the goals of EFA, now well integrated into the VESS. The setting up of the Vanuatu Education Management Information System (VEMIS) ensures that, the monitoring and evaluation of the EFA will be of significant importance and will be carried out more easily. 2008 marks the new era where the planning unit publishes the first ever Digest of Education Statistics, which carries and provides relevant data of significant importance in the monitoring of the EFA goals.

Administrative Policies

The Teacher posting criteria for both primary and secondary school teachers is based on the following student to teacher ratio. The approved prescribed numbers of teacher-student ratios are:

- 1:30 for a primary school (years 1-6);
- 1:25 for a community secondary school (years 7-8);
- 1:25 for a junior secondary and vocational schools (years 7-10);
- 1:25 for a junior secondary schools (years 7-10);
- 1:25 for a senior secondary schools (years 11-13/14);
- 1:25 for technical schools, (years 11- 12/13)

Other administrative policies for Primary education developed are; Maintenance Policy and Open Distant Learning Policy.

Distance Education is a section under the Division of Secondary Technical and Further Education (DSTFE) entrusted to establish distance mode of learning for the disadvantaged and to give second chance learning opportunities for those who are in very difficult circumstances to access basic and secondary education or to re-enter the formal system. In 2007 the Distant Education finally produced its policy and a Plan of Action for Open and Distant Learning.

The Ministry is still on a transitory stage to extend basic education from year 6 to year 8. Key primary schools in each province have become center schools introducing year 7 and year 8. Subsequently secondary schools are phasing out year 7 and 8 which allow for secondary education in most secondary schools to start from year 9.

Education System Structure

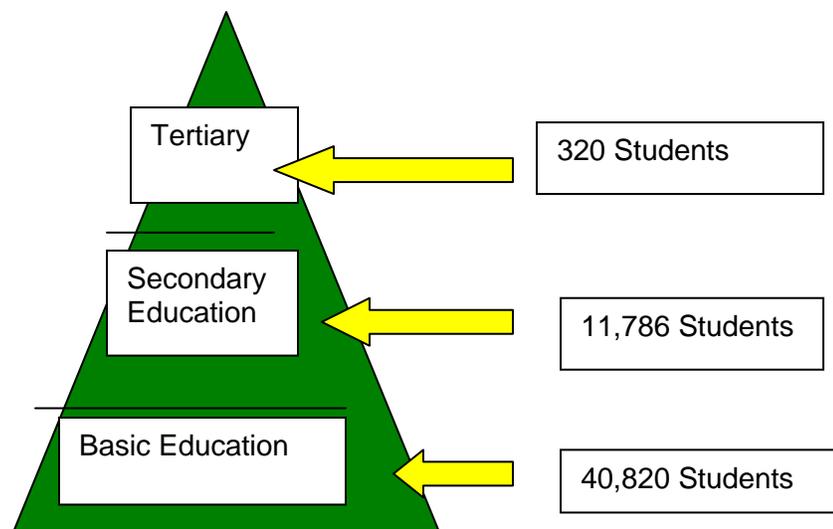
The Education system of Vanuatu comprises:

- Basic Education: includes Pre school years K1-K2 and Years 1 to 8
- Junior Secondary Education: Years 9 to 10
- Senior Secondary Education: Years 11 to 13/14
- Technical Education: Years 7 - 12
- Tertiary Education (VIT etc)

The MOE will continue to review its structure to make the best use of the resources including those in the community, to reduce unnecessary bureaucracy, and to devolve responsibilities to the provinces.

Below is a diagram showing the number of student enrolment in the primary, secondary and tertiary sector.

Note that the tertiary figure accounts for those that are on scholarship only in the year 2008. The figure includes the new scholarship awardees and the continuing students. VIT's figure is not included as no report was received from them.



Access to Basic Education

Although basic education covers the first two years of Pre School, it is still not recognized as part of the formal education. This was particularly because all the pre schools were still run and owned by the communities and the activities differ from school to school depending on the availability of their resources. More work has been done to upgrade a lot of the pre schools in to model Pre School with some set standards and negotiations are also underway to give recognition to them in the coming years.

The Ministry with the coordination of the National Pre-school services has recorded a total Of 645 pre-schools operating in the country in 2008. Most of these established Pre School are community own or individually based. Figures are known to be fluctuating depending on the support and needs. Further to this, enrolments are also known to vary between seasons of the year.

Pre school statistics:

- 11,322 pupils were enrolled in pre school in 2008
- 5872 male
- 5450 female

The issue of equity to access education is an indicator of ensuring equal opportunities for both male and female in education. The issue of providing quality education to the children in schools is another major step that the Ministry of Education is working more closely with its stakeholders to address.

The responsibility to ensure that teaching provided is of good quality remains a challenge to the sector. One of the main aims of the Ministry of education is to ensure that all teachers placed in the field are qualified.

Moreover various steps have been taken to enhance teaching skills through various projects. Currently the ministry is embarking on the PEIP (Primary Education Improvement Project) funded by PRIDE (Pacific Regional Initiative for the delivery of basic Education). The PEIP came about to assists the Ministry of education in its initiative to upgrade the teacher's competency in delivering. The project was piloted in Penama.

Primary school statistics

- 40,820 children were enrolled in the primary in 2008
- 21,457 male
- 19,363 female

The recorded number of the primary school teachers in 2008 stood at 1,862. Of this total 58 % are qualified and 42 % are unqualified. Based on the number of primary teachers and the total primary enrolment, the student teacher ratio (STR) stood at 1:21.

Access to Secondary school

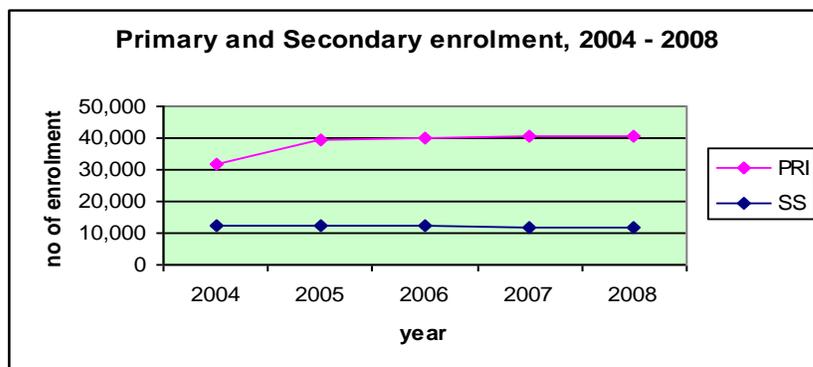
Secondary schooling used to be as from year 7 up to year 13 in English schools and year 14 in the higher French schools. At the moment the Ministry is in a transition stage of extending primary schooling from years 6 to year 8 thus phasing out year 7 and 8 in secondary schools.

Secondary school statistics

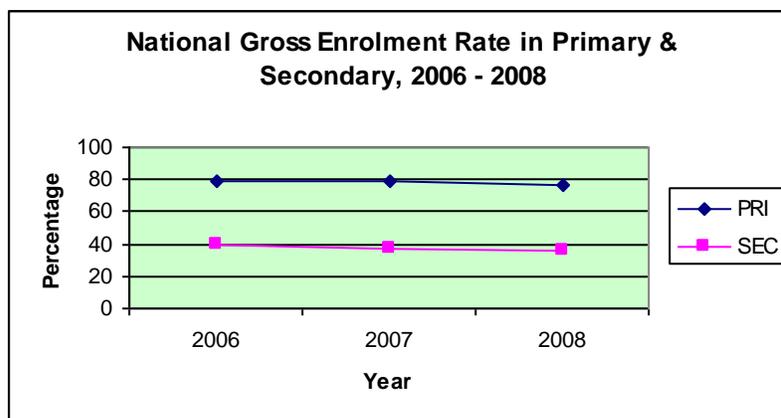
- 11,786 pupils were enrolled in the secondary in 2008
- 5,909 male
- 5,877 female

The 2008 data recorded a total of 736 secondary school teacher's altogether of which 504 are qualified while 232 are not. The student teacher ratio (STR) for the secondary is 1:16, based on the number of teachers and secondary student enrolment.

The graph below shows the enrolment trend for the primary and the secondary enrolment from 2002 to 2008.



The graph below shows the trend of the gross enrolment rate for both primary and secondary from year 2006-2008.



Source: MOE VEMIS and Population projection figures from SPC.

Though we continue as indicated by the line graph in graph 1 to increase in primary enrolment, the secondary enrolment became to reduce. This can be argued that the decrease in the secondary enrolment is due the phasing out of the years 7 and 8 in the secondary. However in graph 2, the overall national school age population and the total enrolments remain parallel but slowly going down, implying that the continuity to maintain intake over the past years is no longer intact. This even poses a greater challenge to the Ministry to review its implemented programs.

Training and Scholarships Coordination Unit (TSCU)

The function of the Training and Scholarship Coordination Unit (TSCU) is to coordinate and implement the tertiary training needs of the Vanuatu government, provided through scholarships. It is to;

- Select scholarship applicants and provide information on scholarship awardees
- Prepare scholarship applicants for departure overseas
- Support and monitor the progress of awardees
- Administer the Government of Vanuatu Funded Scholarship Scheme
- Act as the Secretariat and provide advice to the National Education Commission on policies and procedures regarding scholarships
- Liaise with sponsors regarding scholarship availability, numbers, terms and conditions and individual awardees
- Provide information on overseas post-secondary education and scholarships

The Vision that is kept as a target is striving for excellence in educating professionals for the development of Vanuatu. The unit ensures that the TSCU is committed to the provision of higher education through scholarships for appropriately qualified Ni Vanuatu in a manner that is accountable, transparent and equitable to all.

Mission

The Scholarships Office's mission is to increase the number of appropriately qualified and skilled Ni-Vanuatu by coordinating the overseas and in-country training provided through scholarships.

Aims

- ❑ To increase the number of qualified and skilled Ni-Vanuatu trained through scholarship awards.
- ❑ To increase the quality and effectiveness of the scholarships program by recommending for selection the most academically able Ni-Vanuatu applying for a scholarship to study/train overseas in the fields of study identified as being priorities for the nation's human resource development.
- ❑ To strengthen its administrative capacity so that its staff members can satisfy their clients needs by efficiently and effectively performing their designated tasks in managing and facilitating the annual cycle of scholarship activities.

2008 – 2009 Activities

- Transparently select the most appropriate candidates
- (incl. by publicising and implementing the *Scholarships Selection Policy* and the *Annual Selection Criteria*)
- Increase the success rate of awardees
- (by effective administration of scholarships, and also incl. pre-departure briefings, more information on their entitlements and responsibilities, telephone support, monitoring their progress, counselling and other support, consistently implementing consideration of requests for award extensions, course changes, deferrals and terminations)
- Effectively administer the Government of Vanuatu Funded Scholarships program
- Strengthen the National Education Commission by defining its responsibilities and its linkages with the Scholarships Office and by providing it with high quality advice
- Provide information about educational opportunities and scholarships available to secondary school students, employees and employers to encourage more female and male Ni-Vanuatu to strive for further education
- Provide information to awardees and employers which will assist awardees to find appropriate employment on completion of their awards
- Increase the number of scholarships available
- (incl. by increased contact with potential sponsors and by promote the need and benefits of additional scholarship training to further the development of Vanuatu)
- Set up procedures and seek funding for apprenticeship training which is a course requirement
- Publicise the activities and role of the Scholarships Office, including advertising the availability of scholarships and publishing an Annual Report
- Maintain and further develop the Scholarships Record System to provide clients with statistical and other scholarship information on scholarship awardees
- Provide for the Scholarships Office's role in coordinating sponsored Ad-hoc scholarships from other Governments and Organizations
- Undertake monitoring visits to regional institutions

The Challenges

- TSCU Administration – There is still a shortage of staff at the office. However, the TSCU benefits from its staff's significant experience in scholarship administration.
- The Constraints – In 2008 the TSCU experienced several major constraints to its effective administration of the scholarship cycle. These include staff vacancies, disturbance from political interference, budget instability creating payment difficulties, limited access to an DoE vehicle which has cause difficulties in making urgent businesses.

Investments in scholarship

The value of the long-term scholarships administered by the TSCU in 2008 is worth over 500 m vatu. Thus scholarships are a significant investment in the human resource development of Vanuatu and should therefore be carefully managed. The scholarships should also be highly valued and it is therefore very disappointing that each year a

significant number of students have their awards terminated for poor academic progress or other reasons.

Technical Vocational Education and Trainings (TVET)

Technical Vocational Education and Training (TVET) provides a second chance for basic education to school drop-outs through the Vanuatu Community Certificate, and Year 11 and 12 alternatives through the Vocational Foundation Certificate, and higher level certificates and diplomas to meet the needs of the formal economy and as an alternative pathway to higher education.

Vision for Technical Vocational Education and Training (TVET)

A demand driven, coordinated, cooperative, and continually improving TVET system

A TVET system provides lifelong and practical opportunities to develop skills and values for self-reliance and to participate in the building of the economy and a productive and well-governed nation.

The goal of TVET is to contribute to Vanuatu's economic and social development and the alleviation of poverty, increasing skills development opportunities relevant to national, provincial and community needs.

The purpose of TVET is to strengthen and extend provision of skills development and training, targeting support to the MoE, MYD&T, VNTC, VIT and selected providers in Port Vila in the provinces within strengthen quality assurance measures at system and provider level.

Goals of the TVET system

1. Strong and effective policy, coordination, recognition, and support for the Vanuatu's TVET system
2. Expanded range of practical, high quality and relevant competency-based TVET courses to meet the development needs for the formal, informal and non-formal economies, and to promote self-employment and self-reliance.
3. Expansion and strengthening of TVET training in the rural areas and to meet Provincial development needs.
4. A strong Vanuatu Institute of Technology and other formal TVET providers, with a long term vision of a single, sustainable, multi purpose, multi-campus national institute
5. Strong, community responsive, non-formal TVET groups providing various learning opportunities and services for empowerment, community development, and improvement of quality of life
6. An accessible and equitable TVET system
7. Sustainable funding for the TVET system, both formal and non-formal

The TVET strengthening sector has done a lot to improve and enhance the skills of the various sub-sector of the education in Vanuatu. Not only for those in the formal economy but also for those in the provinces, communities and other partnership organizations that work more closely in educating people. One of the major activities of the year is on training of the trainers. That is delivering expert exercise and trainings to individuals and groups to enhance their work performances in various working places. Although most

training of trainers participants are from the RTCs (Rural Training Centres) and the formal sector, there is also a growing number from the communities and the other organizations like the youth challenge and world vision. This two are examples of organizations that work very closely with youths in rural areas.

TVET also provides trainings to public servants in order to enhance their work place performances. This year, a group of senior education officers undertook the front line management training program to improve their work place performances at their various working places.

Development Projects

In 2008, the Ministry of Education submitted twelve (12) major education projects as summarized below for inclusion in 2009 Government Investment Program.

1. Funding Arrangement for the Vanuatu Education Support Action Plan

This Funding Arrangement for the Vanuatu Education Support Action Plan 2008 sets out the framework for the governance and management of Vanuatu Education Sector Strategy Priorities 2008 Funding for a period of 12 months. The funding arrangement is currently with the Council of Ministers for endorsement.

2. Vanuatu Sector Technical Vocational Education and Training (TVET) Sector Strengthening Program Phase 2

This Programme is ongoing and the focus of this phase 2 is: the need to clarify the vision and strategy for development of Human Resource Development, formal and no-formal TVET and roles of related institutions as part of an overall human resources strategy, the need to move on supporting inputs to focus on TVET outcomes, including sustaining and delivering employment services and measuring impact of TVET.

3. Long life Equipment for Training Fishermen

This is a project proposal from the Vanuatu Maritime College (VCM) for the purchase and installation of the long line fishing equipment aboard "Europhrosyne II". This will broaden the scope of the college fisheries capability and make VCM one a very few maritime college in the region capable of offering long line fisheries training for the fishing sector.

4. Vanuatu Education Management Information System (VEMIS) Project – Strengthening Phase

This is a continuation and strengthening of the successfully completed phase one of this project. UNIQUEST was the main contractor as with a few other Pacific Island countries. This strengthening of VEMIS once completed will make VEMIS operational at all levels (Central, provincial and school levels) which is the expectation of the Ministry of Education.

These schools projects will be considered under the 2009 Japanese Grant Assistance for Grassroots and Human Security Projects (GGP) and separate GGP

forms will be completed later on. This submission is for the purpose of including the projects in the Government Investment Program.

5. The Construction and Furnishing of a Double Classroom Building for Lokasae School (Pentecost)
6. The Construction and Furnishing of a Double Classroom Building for Saint Jacques Center School (Santo)
7. The Construction and Furnishing of a Double Classroom Building for Tisman Center School (Malekula)
8. The Construction and Furnishing of a Double Classroom Building for Bonkovi Center School (Epi)
9. The Construction and Furnishing of a Double Classroom Building for Ibuku School (Pentecost)
10. The Construction and Furnishing of a Double Classroom Building for Lalkokoa School (Malekula)
11. The Construction and Furnishing of a Double Classroom Building for Banban School (Santo)
12. The Construction and Furnishing of a Double Classroom Building for Erakor Center School (Efate)

The major projects completed in 2008 are outlined in the table below.

PROJECT	DONOR	VALUE (VUV)
Education and Training Programme	European Union	621,000,000
Construction of 3 Double Classrooms at Vila East, Fres wota and Vila North Schools in Port Vila, Efate.	Japan	23,124,711

Provision of teaching and learning materials

Over the years, the pre school coordinators throughout the country have been running awareness programs on the importance of early childhood education. Bridging program is another initiative taken by the MoE to close the gap between Preschools and Class 1 so there is a smooth transition for the children at the end of 2 years in the preschool to formal year 1.

The Ministry ensures that sufficient quantitative and relevant teaching and learning materials is in place through continuous development, editing, illustration, production and distribution of textbooks by the Curriculum Development Unit (CDU) – a section under the Vanuatu Institute of Education (VIOE).

The Curriculum Development Unit prepares the new curriculum materials for the Year 7 and 8 Basic Education. For each subject to be taught, there are a panel of teachers who are in charge of writing the new materials. For some subjects the syllabus are the same as the existing Year 7, however for others there might be some slight changes. A monitoring committee has been set up to check through the content and the form of the syllabuses. They then made recommendation to the Basic Education steering

Committee. The BESC then presented the overall Year 7 syllabus to National Education Commission for approval for use in schools. This was done in 2006.

The Secondary schools in particular continue to order their books overseas, as it is cheaper. The Ministry continues to encourage use of private printing houses due to printing capacity problems with the CDU printers.

Quality and relevance of education

The Ministry of Education continues to work towards an education system envisioned by our vision statement. We fully support the ideas of Millennium Development Goals, “Education for All” and “*Re-thinking Vanuatu Education*” initiative as the first major step to review the whole education system in terms of our cultural values, social and economic practices and the capacity of the department. The 7th National EFA Coordinators’ Meeting/Mid-Decade and Assessment Planning Meeting in 2005 in Apia, Samoa, addresses a further development of the “Inclusive Education” as a strategy for reaching EFA. Its emphasis is about reforming education systems but more importantly it is about promoting the RIGHTS of all children to education.

In the meantime a Quality Assurance Manual Committee comprising VIOE and DPPS officers was set up to develop a manual for primary and secondary schools and it has drafted the manual with the assistance from the UNESCO/DFID Education For All project in Vanuatu. This document was published and used in 2005. The review and updating of text books used in classrooms is our continuous effort to improve quality and as mentioned earlier, CDU has done a lot of work on it to date. Other major measures to improve quality and performance include workshops, conferences and trainings for teachers and administrative officers.

Development and sustainability of Education, and Partnership

The Director General’s office has the overall responsibility for effective implementation of the Government’s education and training policies. The Director General supervises the two Directors with the office of the National Commission for UNESCO (refer to the organisational chart). Currently the two Director positions are permanent. The Ministry is coming up with the new structure that ensures to bring together some of the existing divisions to work closely.

Development and sustainability of the sectors to a large extent is a collective effort of the government, the aid donors and other stakeholders. Assistance to educational physical and technical developments has been from donor agencies (refer to development projects), other institutions, NGO’s and communities.

Vanuatu Education Management Information System

Towards the end of (2006) a team of technical personnel arrived and set up with the DPPS. The team helped specifically in setting up a data management information system previously known as EMIS (Education Management Information System). This system has the advantages of using standard Microsoft and Excel software and has been developed specifically for use in Pacific island countries. To date, the same system is used in the neighbouring Solomon Islands and Kiribati. The team are currently working closely with the IT staffs and the policy and planning staffs to ensure the system

hardware are installed properly and proper and efficient school statistics data are incorporated into the system. The system is formally known now as the Vanuatu Education Management Information System (VEMIS). VEMIS is a data base which can hold vast quantities of information and can store all Education data in one place and can be accessible to everyone.

The current thinking of the Ministry about data is to streamline the data collecting processes to have an accurate and timely data that can be used for policy development, planning and decision making. The data will also be used to inform the Vanuatu Education Sector Strategy (VESS) towards the achievement of the VESS goals and the feedback of the implemented programs. The first phase of the project ends this year. The initial strengthening phase of the VEMIS project began in late 2008 and will end in December, 2009.

There is continuous monitoring through site visits, workshops, collection and analysis of data on various education needs. This year a more genuine survey form was designed and trial for use in 2010 to collect statistical data in all schools. The design survey form covers all the areas that the Ministry collects yearly data on.

Assessment of Teachers and students

There are two major mechanisms in place for measurement of students and teachers performances; the Examination and Assessment Unit (EAU) coordinates national examinations in years 8,10,12,13/14 and the Inspectorate Services is in charge of schools developments and teachers performances.

In 2005 the inspectors have involved in a specific projects researching into reading for francophone students, under the “Au Bord du Lagon” (ABL) Scheme; conducting feasibility study on book flood and teacher training in French primary and secondary schools; conducting awareness on Basic Education Reform; assisting in developing VANSTA Test; and assisting in training of tutors for In-service training program that involves Zone Curriculum Advisors (ZCA's) and the Provincial Education Officers (PEOs).

Human Resources, Training and Development

The Human Resource Information System used by the Personnel Section of the Department of Education. Earlier on, the division of Administration and Finance (DAF) has conducted a review on teacher housing allowances to ensure housing allowances paid to teachers renting private houses are justified. The Division has also engaged itself on the review of the current organizational structure as a cost saving measure and also to ensure it is inline with the Education Act.

Major Activities or Exercises carried out under the unit in 2008

- VESAP
- HRD Taskforce
- National Human Resource Development Plan
- ALA Scheme
- Restructuring

- CBA – Transfer Allowance
- Vanuatu Teacher Union accounts Audit
- Appointment of Short Term Workers
- Human Resource Meetings
- Monitoring Allowance and Salaries to the Payroll.
- Adjustment of the Salaries, deductions, and allowance to the Payroll
- Updating Child Allowances & Housing Allowances.
- Deal with Teachers Calls
- Counselling for Teachers in Need

Number of teachers by Language of Instruction, 2008

Province	Primary			Secondary		
	Anglophone	Francophone	Total	Anglophone	Francophone	Total
Malampa	230	128	358	54	64	118
Penama	226	65	291	98	29	127
Sanma	275	111	386	93	68	161
Shefa	302	106	408	226	25	251
Tafea	183	129	312	44	25	69
Torba	50	24	74	10	0	10
Total	1,266	563	1,829	525	211	736

Qualification status of teachers by province, 2008

2008	Primary			Secondary		
	Yes	No	Total	Yes	No	Total
Malampa	215	143	358	76	42	118
Penama	163	128	291	73	54	127
Sanma	238	148	386	145	16	161
Shefa	223	185	408	159	92	251
Tafea	198	123	321	42	27	69
Torba	48	50	98	9	1	10
Total	1,085	777	1,862	504	232	736

Major achievements in 2008

1. Program 4 NHRD Activity 1: Tracer Study (VESAP)
 - Approval to advise 1. Consultant 2. Researcher 3. Tracer Study Researcher 4. Research Assistant
2. 14 fellows graduate in Project Management (3 units) from Sunshine Tafe
3. Payout 114,200,000vt Transfers Allowances

Department of Education Administrative staff

Administrative Unit	Authorised	Appointed	Temporary Appointees	Vacant	Total	Male	Female	Total	English	French	Total	% Female	% French
Director General	4	3	1	0	8	1	3	4	3	1	4	75.0	25.0
Policy and Planning	12	8	3	1	24	9	2	11	9	2	11	18.2	18.2
Administrative Services	23	14	7	2	46	16	5	21	16	5	21	23.8	23.8
Secondary and Further Education	12	2	0	10	24	2	0	2	2	0	2	0.0	0.0
Torba Education	6	3	0	3	12	2	1	3	2	1	3	33.3	33.3
Sanma Education	9	3	3	3	18	3	3	6	3	3	6	50.0	50.0
Penama Education	10	6	1	3	20	6	1	7	6	1	7	14.3	14.3
Malampa Education	10	4	2	4	20	5	1	6	3	3	6	16.7	50.0
Shefa Education	10	7	0	3	20	6	1	7	5	2	7	14.3	28.6
Tafea Education	10	7	0	3	20	5	2	7	4	3	7	28.6	42.9
Youth and Sport	20	10	5	5	40	11	3	14	11	3	14	21.4	21.4
Teaching Service Commission	4	3	0	1	8	1	2	3	1	2	3	66.7	66.7
Scholarship Office	8	6	2	0	16	3	5	8	4	4	8	62.5	50.0
Curriculum Development Office	19	12	4	3	38	8	8	16	11	5	16	50.0	31.3
Examinations Unit	7	4	2	1	14	3	3	6	3	3	6	50.0	50.0
Early Child, Primary and Special Education,	5	4	1	0	10	4	2	6	3	3	6	33.3	50.0
Total	169	96	31	42	338	85	42	127	86	41	127	33.1	32.3

Major and important day-to-day duties of the Ministries include; preparation of payroll, processing of allowances provided for under the commissions' manuals, addressing general complaints and queries, leave entitlements, and staff recruitment.

The VITE is engaged in pre-service certificate training of primary and diploma training program for secondary school teachers. There are also secondary and primary school teachers who also graduate from studies in universities and other institutions abroad.

Human resource constraints

As the Ministry continues to recruit more teachers and administrative staff, they also continue to face staff turnover when employees find more attractive jobs elsewhere. There are a number of employees currently working on contract or temporary basis in the department and its offices. The Ministry continued working towards resolving the status of these officers.

Major Constraints faced in 2008

1. Incomplete restructuring process
2. No Performance Management contacted

Statutory Bodies

Teaching Service Commission (TSC)

The teaching service commission like other statutory body under the Ministry of Education is govern by its own act. It is currently the major employer in the Government of the Republic of Vanuatu. The commission's office is manned by the Chairman, the Secretary typist, the Clerk typist and an Acting Secretary general.

Functions of the Commission

Under section 5 of the teaching service act, the functions of the commissions are;

- ✚ To make officers and employees available to the Minister for the performance of education duties and;
- ✚ Such other functions as conferred on by this Act.

Subject to the Act, the Commission shall make available to the minister for the Performance of educational duties such number of officers and employees, possession such qualifications, as the Minister requires.

2008 Base line information's

Since December 2008 the Teaching Service Commission (TSC) has a record of;

- ✚ 1,487 Basic Education Teachers
- ✚ 544 Secondary Education teachers
- ✚ 52 Tertiary Education Teachers (VIT)

2008 Recruitment and Deployment

The Commission has recruited a total of over hundred and thirty teachers to be deployed in the schools around the country.

- ✚ 102 Basic Education Teachers
- ✚ 35 Secondary Education Teachers

The commission has deal and appointed with over hundred and twenty to fill vacant post in schools around the country:

- ✚ 114 Basic education teachers
- ✚ 11 Secondary education teachers
- ✚ 4 Tertiary Education teachers (VIT)

Retirement of officer's

The commission has retired a total of 34 teachers:

Basic Education: 32

- 17 normal retirements
- 6 early retirements and
- 9 retirements on medical grounds

Secondary Education: 2

- 2 normal retirements.

The commission has dealt with and terminated a total of 19 teachers for serious misconduct.

- + 16 basic education teachers
- + 1 secondary teacher
- + 2 tertiary education teachers (VIT)

The commission has received and approved the request of 8 resignations of teachers.

- + 5 basic education teachers
- + 2 secondary education teachers
- + 1 tertiary education teacher

The commission has granted 10 request for Sabbatical Leave;

- + 1 basic education teacher
- + 7 secondary education teachers
- + 2 tertiary education teachers and
- + 1 request for leave without pay for a basic education officer.

Achievements

TSC is please to announce that some of its outstanding issues has been settled:

- VTU members backlog pay out
- Terminal benefit for former officers payout
- Temporary teachers payment settled
- Pending issues settled
- Commissions visitation and awareness of the TSC sphere of work to provinces (Sanma & Tafea) carried out

Issues/Challenges

The TSC has faced difficulties for its running and has noted that there are still challenges which have affected the service delivery.

- Review teaching service Act N° 15 of 1983
- Review teaching service staff rules
- Effective service delivery
- Recruitment
- New Policy Initiative (NPI) rejected by MBC (VT 114,000,000)
- Office space (Teacher files & Registry)
- Interference
- Transfer of teachers
- Relationship with state law office (Legal advice/opinion)
- Revised teachers salaries
- Severance payment delay for retired teachers
- Appointment of heads/principals and ZCA
- Church Authorities
- Remote allowances
- Transfer allowance

Vanuatu National Training Council (VNTC)

The Accreditation Officer

The role of the Accreditation Officer is to facilitate registration and course accreditation and make presentation to the council as prescribe in the term of reference of this position

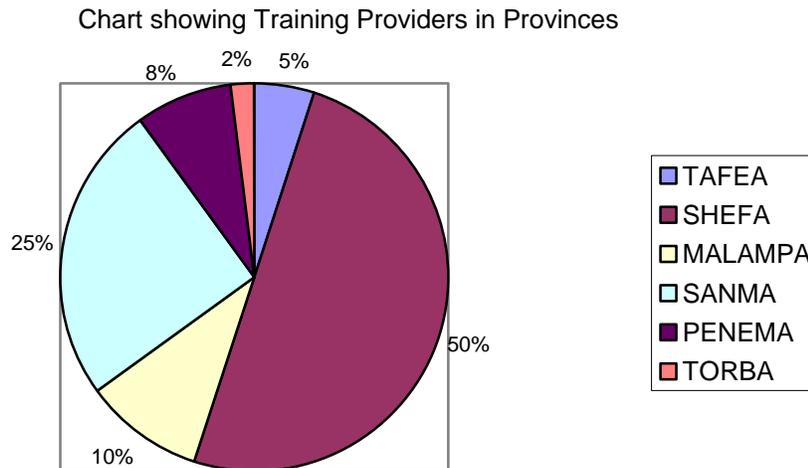
Another major responsibility include working with the industry advisory committee set up by the VNTC at the beginning of 2008 to identify and develop 'industry standards' or 'Bench mark' for the different industries that exist in Vanuatu so that training providers could develop trainings base on these industry standards.

Other minor responsibilities such as assisting the office manager, representing VNTC in meetings and forums are delicates from time to time by the CEO of VNTC.

The up date list of Training Providers providing vocational education here in Vanuatu are categorize into two different category, namely the A and B category. The A category are providers recognize by VNTC as being financially strong, enrolling more trainees, Government institutions, big organization etc, and on the other hand the B category are small training providers, NGOs, etc.

Currently VNTC has a total of 111 vocational training providers in Vanuatu providing different vocational trainings within the six provinces of Vanuatu. Out of this figure there are 23 A category training provider and 88 B category training provider.

Organizations providing trainings on ad hoc bases such as women, church or other NGO organizations are not included as their trainings are targeted more on the informal economy



The above chart shows in percentage total number of Training Providers for each Province

The Accreditation Officer had anticipated and planed to work with ten training providers so that VNTC could register ten training providers in 2008.

A work schedule was developed and the identified training providers were informed of the work plan so that more attention would be paid to them to assist them with their course accreditation application and the process of registration.

Four training providers did not complete the process of course accreditation and registration.

One of the major tasks of the Accreditation Officer is to facilitate and work with the four 'Industry Advisory Committee' appointed by the minister of Education at the beginning of 2008

The role of the 'Industry Advisory Committee' is to work with VNTC to identify and develop 'Industry Standards' or 'Competencies' for the four identified industry.

It is the view of the Accreditation Officer that VNTC has achieved some of its goal within the last sixteen months and should continue to progress its work within the coming twelve months. The council could do more if it had the financial support, something the council need to work more on.

Other statutory authorities that report to the Ministry of Education but have not received their reports are;

- Vanuatu Institute of Technology
- National Education Advisory Council
- National Education Commission
- Provincial Education Boards
- Vanuatu National Training Council
- National Sports Council
- National Youth Council

Non Statutory Bodies

National Commission for UNESCO

Activity	Performance Measurement	Remarks
Administration	<ul style="list-style-type: none"> • Co-ordinates relevant UNESCO Programmes/activities • Ensure full participation and benefits on all UNESCO programmes • Facilitate travel arrangement for UNESCO meetings and consultations • Strengthening Operational Capacity of the Vanuatu National Commission for UNESCO Project 	The Executive Officer, Education Bodies Post that looks after UNESCO matters is currently Vacant

Education	<ul style="list-style-type: none"> • Pre-school Improvement Project funded under the UNESCO PP • Vernacular Education Project, MoE • Special Training Needs Malampa, Province 	Activities under education are coordinated directly by the Vanuatu National Commission for UNESCO and the Ministry of education.
Culture	<ul style="list-style-type: none"> • Malvatumauri Information Systems Project under the Participation Programme 	Through the Vanuatu National Commission for UNESCO, the Vanuatu Cultural Centre Deals directly with UNESCO's Cultural Activities. But for the project mentioned, Malfatumauri is responsible for its execution.
Communication	<ul style="list-style-type: none"> • VBTC News Rooms Computer system upgrade • Tugeta Yumi Toktok: A community Resource and Information Network 	The two projects are implemented directly by VBTC and VANGO

Education Budget

In 2008, the Ministry of Education (MOE) was allocated an annual budget of 3.185 billion vatu, which was approximately 23.04 % of the total government recurrent budget. Due to the recruitment of 102 temporary teachers in 2008 which had been approved by the Council of Ministers, the Ministry exceeded its payroll budget which resulted in an actual expenditure of 3.226 billion vatu. Thus, by the end of 2008, the Ministry had exceeded its annual budget by 41.791 million vatu.

2008 Budget & Actuals

The Ministry of Education comprises of various divisions. The following table shows budget allocations and its actual expenditure that have been incurred by the Ministry, by the respective activities in 2008:

Activity	Details	Annual Budget	Actual Expenditure	Variance
MEAA	Cabinet Support	28,268,555	35,797,689	-7,529,134
MEBA	Office of the Director General	169,608,833	166,405,063	3,203,770
MEBB	Office of the Director of Corporate Services	75,382,134	72,567,567	2,814,567
MECA	School Support Services Administration	149,069,531	142,011,160	7,058,371
MECB	Secondary Schools	992,985,883	993,547,640	-561,757
MECC	Primary Schools	1,621,600,519	1,663,676,422	-42,075,903

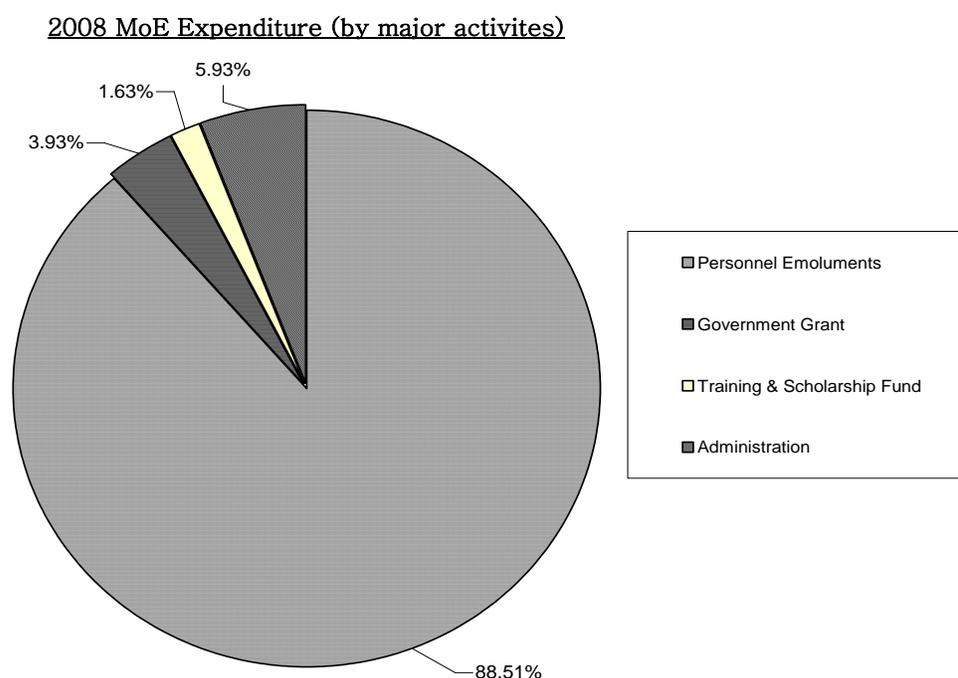
Ministry of Education and Youth Development and Training 2008 Annual Report

MECD	Post-Secondary Schools	148,171,752	152,873,166	-4,701,414
	Total MoE	3,185,087,207	3,226,878,707	-41,791,500

Source: Extract from Vanuatu Government FRx Report

The Ministry has the central role in overseeing the effective and efficient financing of the education system, and ensures that the public funds allocated to the MOE are properly utilized. The MOE budget covers all levels of education: Basic Education (pre-school to year eight), Secondary (year nine to year fourteen), Technical & Vocational, and Tertiary Education.

The MOE spent approximately 88.51 % (2.856 billion vatu) on personnel emoluments in 2008. Of the remaining funds 3.93 % (126.8 million vatu) was spent on government grants to government and government-assisted educational institutions, 1.63 % (52.5 million vatu) was spent on government funded scholarships and the remaining 5.93 % was spent on the MOE operating expenses for 2008, as can be depicted in the following pie chart:



Due to the country's financial constraints, the Budget section in the Ministry of Finance & Economic Management is forced to limit the rate at which ministries use their approved budget. This is done through the release of monthly warrants, which are prioritized according to the area of expenditure.

Allocation of Government Grant

All government and government-assisted schools are paid termly grants, through their respective Provincial Education Boards or Education Authority. No grants are paid to private schools which operate in the country. The total grant paid to educational institutions in 2008 was 126,888,860 vatu, which comprised 3.93 % of the total Ministry budget.

Government-assisted education authorities (GAEA) schools are paid an annual grant as well as having their teachers' personnel emoluments paid for by the Ministry of Education.

The following table shows the allocation of grants and payroll to GAEA schools:

	2008 Authorities	Total Grant	Payroll		Total Allocation to Education Authorities
			Primary	Secondary	
		(in vatu)			
1	Church of Melanesia (St Patrick College)	2,923,594	0	29,169,189	32,092,783
2	Presbyterian Mission (Onesua Pres College)	3,134,950	0	37,627,862	40,762,812
3	Church of Christ (Ranwadi High School & Londua Technical College)	2,383,442	0	28,615,815	30,999,257
4	Protestant Mission	2,736,872	46,536,641	37,280,130	86,553,643
5	Catholic Mission	10,703,610	244,848,666	121,479,810	377,032,086
6	Apostolic Mission (Navuturiki College)	1,575,580	6,808,995	16,672,935	25,057,510
7	Neil Thomas Ministry	2,000,000	0	0	2,000,000
8	Seventh Day Adventist Mission	2,329,362	15,969,119	31,008,413	49,306,894
9	Heads of Education Authorities	0	2,850,096	0	2,850,096
	Total Grant to Educational Authorities	27,787,410	317,013,517	301,854,154	646,655,081

It must be noted that to further develop government institutions, grants to government-assisted (GAEA) schools must gradually be decreased.

Financial Management Training

The Ministry is working towards providing heads of schools with training in financial management & administration to ensure that they become capable of being responsible for the day-to-day operations of schools, and to strengthen their reporting capabilities especially in the management of school funds. In 2008, a, one week training was scheduled with each of the six executive officers at each provincial education offices. Though, time consuming and additional training still need to be provided, it is hoped that the executive officers will by the mid-2009 be equipped with training skills, to assist the Ministry in facilitating training for head of schools at the respective provinces in financial management at the school level.

Finance Unit, MoE

The finance unit is staffed with three full time staff – two on a permanent basis, and one on a temporary basis. The Unit has access to the government finance system “*Smart stream*” and ensures timely payment of bills to suppliers and reports to other sectors or non-government organizations in terms of financial reports. Fund controls have

improved at the Ministry due to the strict measures to provide adequate authorization of procurement of goods and services for the Ministry.

Contact Officer

Officer in charged is vacant.

Assistant

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