

Ministry of Education and Training Structure

Introduction

Ministry of Education and Training is a new name we have had in the past years. It was previously the Ministry of Education/ Ministry of Education, Sports and Youth Development after we had SYD as one department under the education wing with one Director General. However, since Youth and Sports were a new ministry, the Training component was mainly TVET and was decided by the Council of Ministers to be part of Education. We now call it the Ministry of Education and Training. The Ministry of Education and Training has expanded its reach as the number of children who are enrolling in school, and this has led to an increase in the number of schools. This has affected the decision of the Ministry to have more teachers and also more civil servants or administrators/managers. Therefore, we are thinking about how the Ministry can be re-organised, aligned and prioritised to use good human resources to work towards the goals/objectives/targets of the ministry. Education services will be delivered through schools to benefit the children.

From the expansion of the ministry, we have worked on re-organising the work we do. We need to make changes since 2012. In June 2014, the Public Service Commission approved the structure of the PSC. The structure of the Teaching Service Commission, which concerns schools and teachers, is still being worked on by the DG, Top Management and TSC. It will be approved in principle.

The structure is 100% complete but it will continue to change over time to address the needs and achieve the purposes/goals/objectives/targets we have set.

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Objectives

- Provide clear coordination to better align long of Divisional functions to create a goodfala channel for communication, monitoring and reporting systems within the MoET
- To create and provide a workforce that is capable to improve quality of education through a quality system to deliver service within time –results bound long of schools
- Work that happens in the province must go to provinces to reduce cost dependency, operation and travelling. Yumi must give out wet goodfala rot how to make and empower olgeta to make. Yumi no must hold taet
- To create a communication and reporting channel system to support decision-making that is short, effective and reduce cost to the Ministry
- To enable the Ministry to achieve objectives through all legislations and long of different plans (VESP and Corporate Plan 2013 – 2017)
- To confirm a future workforce that is well structured to save the development process through Human Resource that is vital and pivotal to national resources
- To stage implementation of structure to fit within the Budget ceiling of the Ministry of Education and Training
- To meet demand that is a step, olgeta nao oli driven structure of the Ministry every time
- To reflect workforce of the MoET within a realistic financial situation/availability of funds inside the budget ceiling of the ministry
- To gather the current need of the ministry and ability to finance

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- All possible future needs we bai I addem value lo development blo education system mo how service oli delivered bai hemi depend bigwan lo financial ability o Ministry I mas busget from lo future

Review Process

- Blo make sure se structure hemi coherent mo addressem ol legislations, plans, mo strategies
- Structure hemi mas addressem common objectives mo goals blo MoET
- Needs hemi based around lo overall objectives mo goals blo wanwan divisional/unit/positional functions, ***be ino lo wanwan staff members***
- Ol positions we oli related lo functions oli aligned together (forming Unit or Division)
- Consultem every staff blo Ministry in advance blo confirmem any changes
- Consultem other key stakeholders prior blo confirmem any final structural changes
- Reviewium JDs based around functions blo division & Units mo widely consultem including PSC for clarity and understanding among Divisional staff avoiding duplication of functions and roles
- Provide a recommended structure to PSC by end of August 2013 for final approval

Continuing Structure

Structure hemi demand-driven lo weii we design blo hem I based around long all functions wei bai mekem ministry achievim objectives mo outputs. Hemi must reflectem wan workforce blo MoET insaed long budget ceiling we yumi save

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se lo reality se funds mo other resource oli constrainem how MoET hemi intend blo move I go forward. So yumi expectem newfala structure blo bai last mo blo kat ol positions based lo:

- Current need mo ability blo finance
- Ol likely future need blo financem mo budget from lo future
- Divisional functions oli matjem Education Act, TSC Act, Corporate plan and Budget
- Duties and responsibility for each position and positional scale
- Decentralizem provincial functions
- Strengthenem mo achievim goals, objectives, strategies outline lo different legislations and plans
- Identify and approve future positions in principle and flexibility when finance is available.

New Changes

- Division of Tertiary Education accommodating TVET, Higher Education, Teacher Education and Development
- Quality Control and Standard Unit and Information Management Unit under Director General's Office
- Research Unit under Policy and Planning Office
- Examination and Assessment Unit under Education Service Division

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- Education/School Improvement Management under Education Service Division
- National Education Commission established under the Cabinet
- National Education Advisory Council established under the Cabinet as well.

Implementation

- Yumi mas respectem roles mo responsibility blo wanwan directorate, unit, mo wanwan position
- Blo understandem good ol functions, roles and responsibilities blo division, units mo individual position we I detailed insaed lo legislation, orders, rules, policies, mo procedures mo individual positional description wetem scope mo linkages blo ol functions
- Every something hemi happen lo wan system of division blo labour (wea mi makem part me, then I pas lo yu yu makem part blo yu etc....)
- People ol performem roles mo duties were oli pem olgeta from be oli no mas crossem line o overtakem work blo narafala man even though man or woman I save lo perform work yia
- Mind set blo yumi I mas change blo lookim impact mo effect blo decisions we yumi takem today
- **Allowem review blo take place after lo six months blo ol position we scale I bin stap samak mo long ol position we scale I no matjem roles mo responsibilities we I stap we JDs/PD is detailem**

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Ministry of Education and Training School Sustainability Management Structure Review, Design, Establishment, Cost Analysis and Implementation Plan

Introduction

This year 2014 will be 35 years since Independence that the National Government of the Republic of Vanuatu through the the Ministry of Education and Training had worked extremely hard in managing its resources at the school and Provincial level to achieve its expected outcomes through outlines objectives of “access, quality and fiscal management”. Resources to school vicinity

The Ministry of Education and Training requires a better **work force planning and forecasting** that needs to include the school structural design to support the Public Service structure and therefore complete the Ministry of Education and Training organizational management structure. This is to better meet educational service delivery requirements. The school proposed structure is driven by school rationalization, school mapping, school facility, development and management plan and teacher development and management plan. The design is based around the school functions and operations which are needed to achieve the Ministry’s objectives and outputs.

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School Sustainability Management Structure

Why school sustainable structure? All school must have a sustainable structure that aims to make school workplace operate in a more sustainable way, taking steps to improve its environmental, social, and economic impacts.

All schools in the education system must have the ability to maintain and sustain;

- Clean water and hygiene
- Develop suitable school climate with resolve land dispute and land ownership title
- Sensitive management of resources

School as an open system of organization must recognize

- The diversity of teachers, non-teaching staff, students
- Equal opportunity for all teaching staff
- Supporting a work/life balance for employees
- Mutual interaction with community

Too school must economically sustainable interm of;

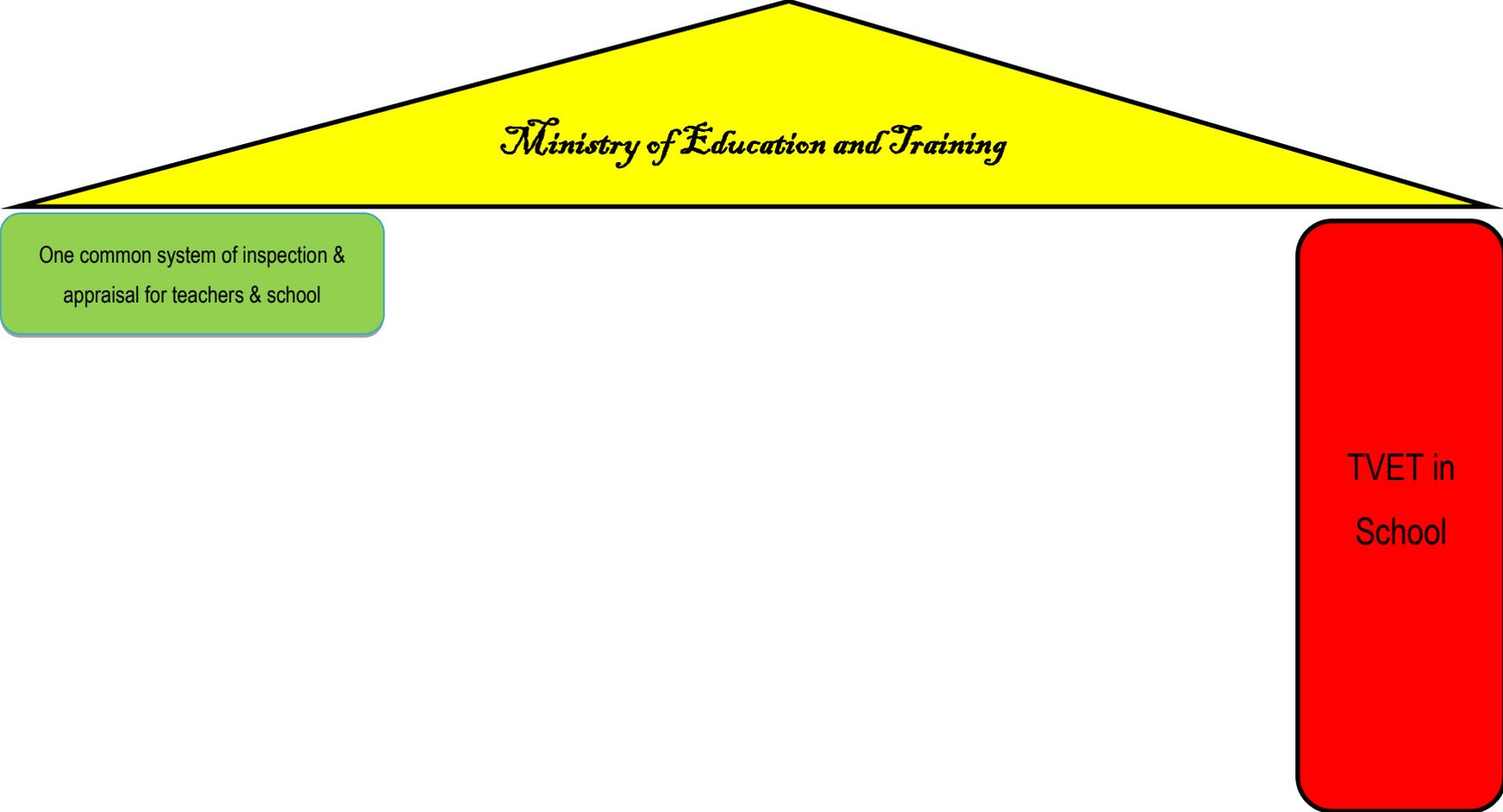
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- productivity,
- cost saving,
- economic growth
- Sustainable workforce and content community and continuity to enhance productivity and results
- Manage long-term activities that may greatly impact on the long-term ability of school to keep them going

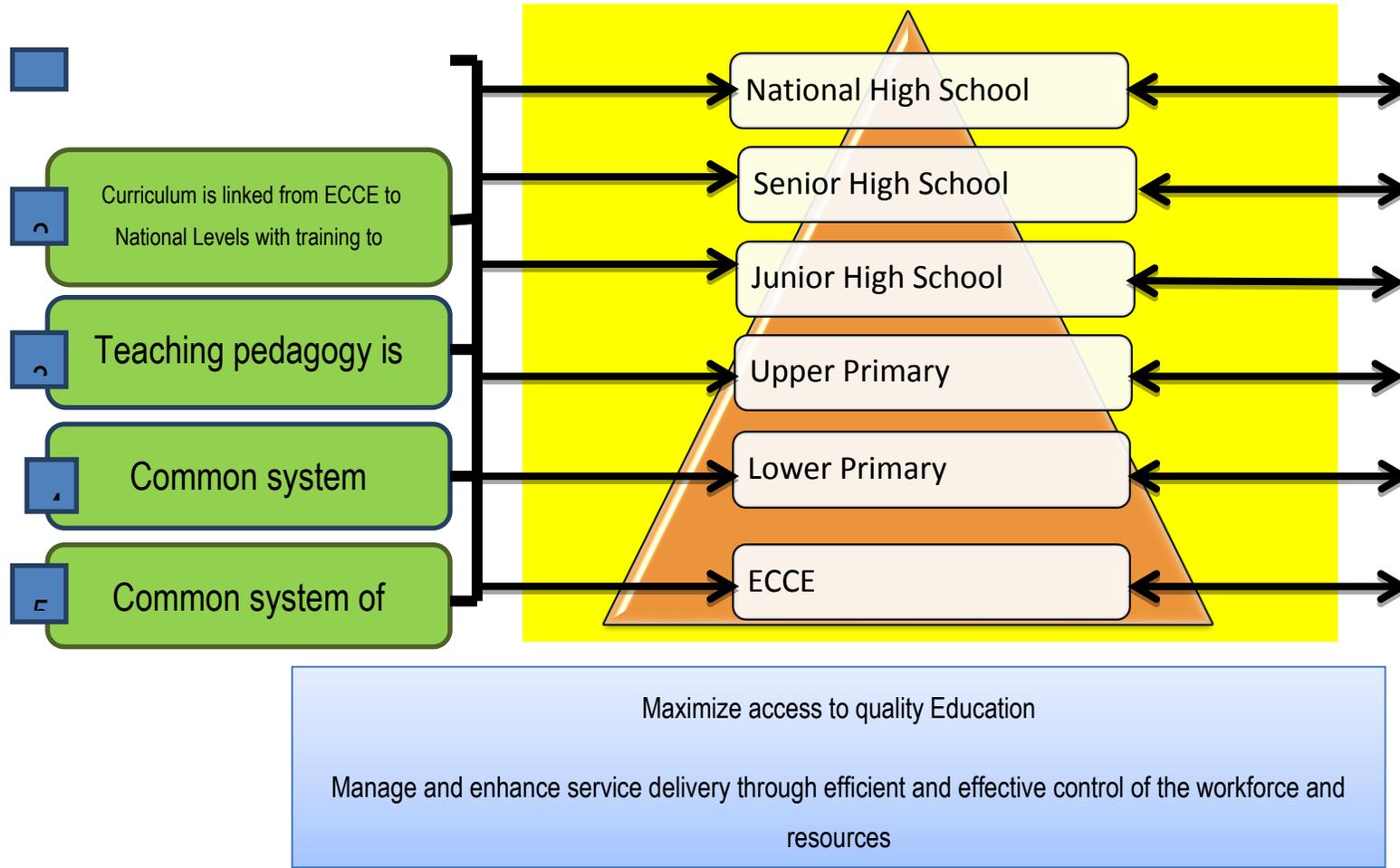
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Why School Structured Capability Framework

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- Increased Demand for Services
- High Population Growth = High Consumption and Demand Base/Rate
- Small Economic and Employment Market
- Small Internal and External Market

A More Accountable Approach

- Schools should be Performance Based organizations
- Collegial organization structure
- Clear guidelines and reporting lines
- Ensuring Monitoring and Evaluation at all levels:
 - Administration and Management
 - Systems and procedures
 - Reporting updates

Administration Hub

- Establishment of Administrations Centers
- Establishment of School Board to replace school councils and school committee
- Maintenance and strengthening of Bilingualism in terms of language only. All subjects should be taught in either French or English depending on the mutual agreement by all stakeholders
- Community Ownership

School Rationalization

Way Forward:

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- Implement Rationalization Plan to increase economic sustenance of Senior Secondary Schools
- This means a number of new senior secondary schools will be:
 - Audited
 - Establish data
 - Closure of Newly established schools with low enrolments and inadequate resources
 - Establish plan to fund rehabilitation of Senior Secondary Schools to prepare students for higher tertiary institutions and TVET programs to meet Government HRD Plan

OBJECTIVES OF SCHOOL STRUCTURE CAPABILITY FRAME WORK

The School Structural design **objective** are to:

- Implement school rationalization that address school structure in the following:
 - (i) Better resources distribution allocation and management within the catchment area,
 - (ii) French and English are merged to one school **but both national languages (French and English) are maintain at their delivery level** depending on accessibility and enrolment within the catchment area of 3 and 5 kilometer radius
 - (iii) Public and Government Assisted School are merged to one school **but both national languages (French and English) are maintain at their delivery level** depending on accessibility and enrolment within the catchment area of 3 and 5 kilometer radius
 - (iv) School council and committee are merged to one school board
 - (v) School administrations are merged to one administration
- School structure capability framework is applied to enhance a clear school feeder structure within a cluster/catchment area of 3 and 5 kilometer
- Provide clear coordination and better alignment regarding School department functions, channel of communication and training, monitoring and reporting systems
- Provide a workforce capable of improving the management ,access and quality of education services deliverables
- Decentralize school functions where appropriate to a category lower
- Confirm the future workforce planning structure in order to drive the development of other Human Resource Development processes
- To align teacher recruitment based on the financial visa
- Staged its implementation within the Ministry's Budget to meet its priority needs

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The Review, Design, Establishment, Cost Analysis and Implementation Plan and process is intended to:

- Ensure the structure addresses the current legislations and the Corporate Plan
- Ensure that needs are based around overall objectives and goals of the Ministry's functions and positions, ***not staff members***
- Position with related functions are aligned together forming school departments
- Consult with all MoET Senior Management prior to confirming any changes
- Consult with other key stakeholders particularly school committee and villages within the catchment area prior to confirm any final structural changes
- Review Job Descriptions(JDs) based around functions detailed in the legislation and policies
- Provide a recommended structure to TSC and the Director General by mid March 2015 for final approval

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

School Structure Categories

The proposed review and design of school management structure identify the following Standard School Categories within the National Education System changes;

- Establishment of National Secondary High Schools overing the following departments at yr(s) 7, 8, 9, 10, 11, 12 and 13 ; science, arts, technology and commerce with one or more stream depended on the school fixed enrolment supported by number of secondary, junior secondary and primary schools as feeder schools

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- Establishment of Senior Secondary High Schools overing one or two of the departments at yr(s) 7, 8, 9, 10, 11 and 12; science, arts, technology and commerce depended on the school fixed enrolment supported by number of junior secondary and primary school as feeder schools
- Establishment of Junior Secondary High School from yr(s) 7, 8, 9 and 10 overing standard subjects depending on the school fixed enrolment supported by primary schools as feeder schools
- Establishment of Primary and Centre School from yr(s) 1, 2, 3, 4, 5, 6, 7, and 8 overing standard subjects depending on the school fixed enrolment supported by primary school as feeder school
- Establishment of Primary School from yr(s) 1, 2, 3, 4, 5 and 6 overing standard subjects depending on the school fixed enrolment supported by number of Lower Primary Fedder Schools as feeder schools.

Establishment of Lower Primary Feeder School from yr(s) 1, 2, 3 and 4 overing standard subjects depending on the school fixed enrolment

School structure establishment correlate to the Open VEMIS and smartstream coding system aligned with the public service numbering system in this format; Torba, Sanma, Penama, Malamba, Shefa and Tafea.

Attachments

A. **Ministry of Education & Training School Structure Capability Framework**

B. **National Secondary High School**

C. **Senior Secondary High School**

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

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

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

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D. Junior Secondary High School

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

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

E. Primary + Center School

Category A: Primary Schools + Centre School 1-8

Category B: Primary Schools 1-6

Category C: Lower Primary Feeder Schools 1-4

F. ECCE

Key:

Proposed position on MoE structure for immediate establishment

Proposed position on MoE structure (immediate establishment) which is located away from originating

Position to be approved in principal and on the Ministry establishment but future funded when the need arises

Authorities, Councils and Commissions which have an approving or advisory function

Proposed position separated completely from MoET Management Structure but report Directely to the Minister

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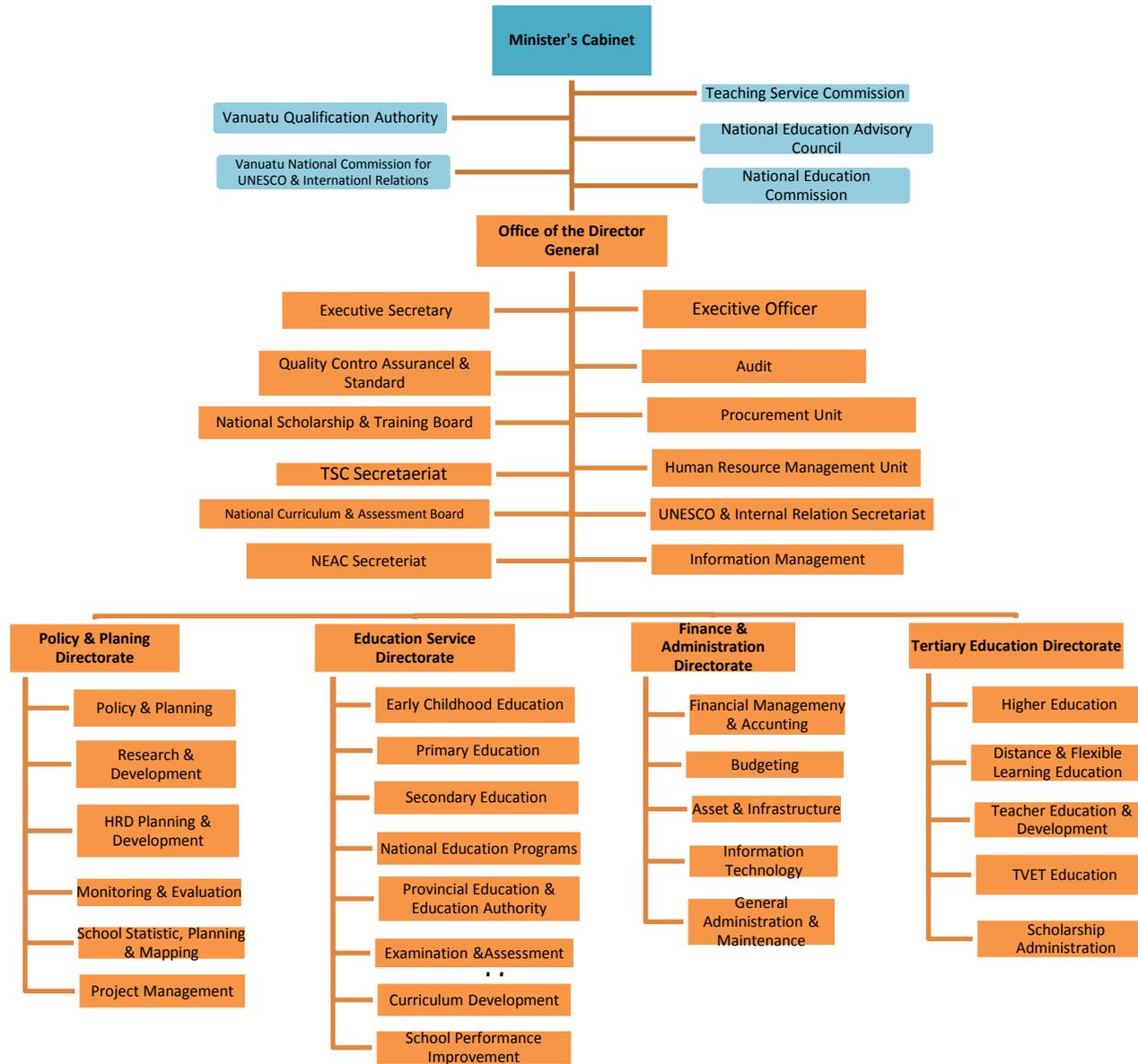
Attachments

- G. Ministry of Education Capability Structure
- H. Ministry of Education Commission Structures
- I. Office of the Director General
- J. Ministry of Education Institutional Structure (Internal Directorates)
- K. Establishment Comparisons (current numbers versus proposed numbers)
- L. Position Cost Comparisons (existing, changed, new, dis-established)

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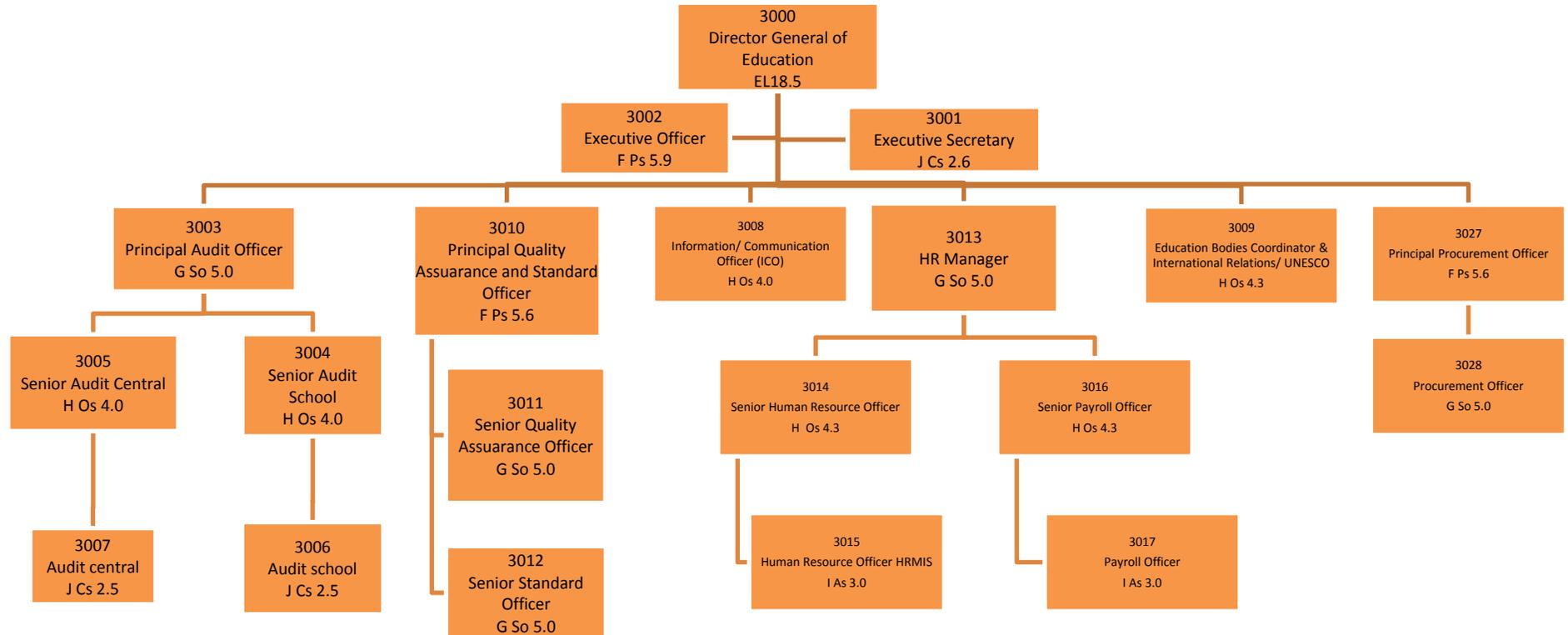
Ministry of Education and Training Capability Framework



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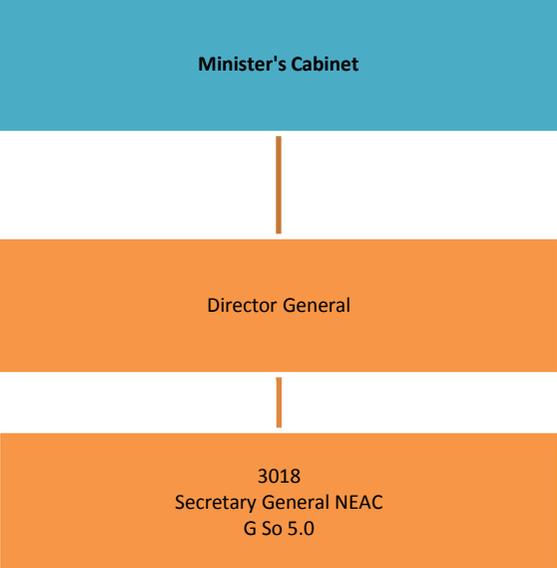
Office of the Director General



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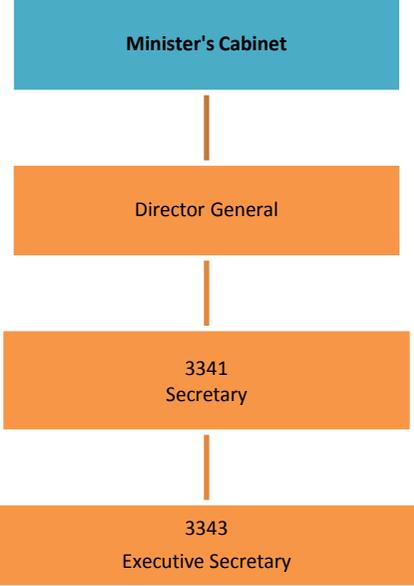
National Education Advisory Council



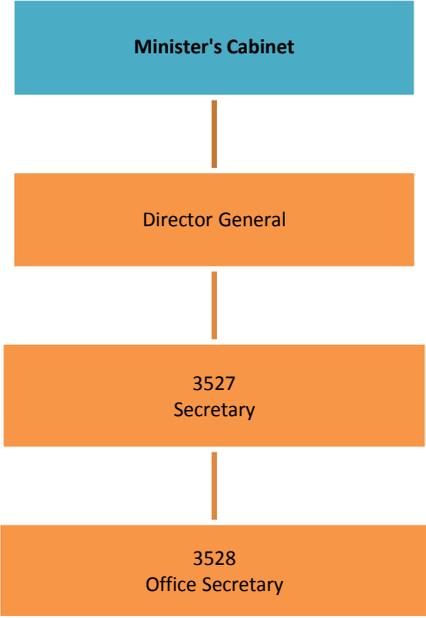
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National Curriculum and Assessment Board



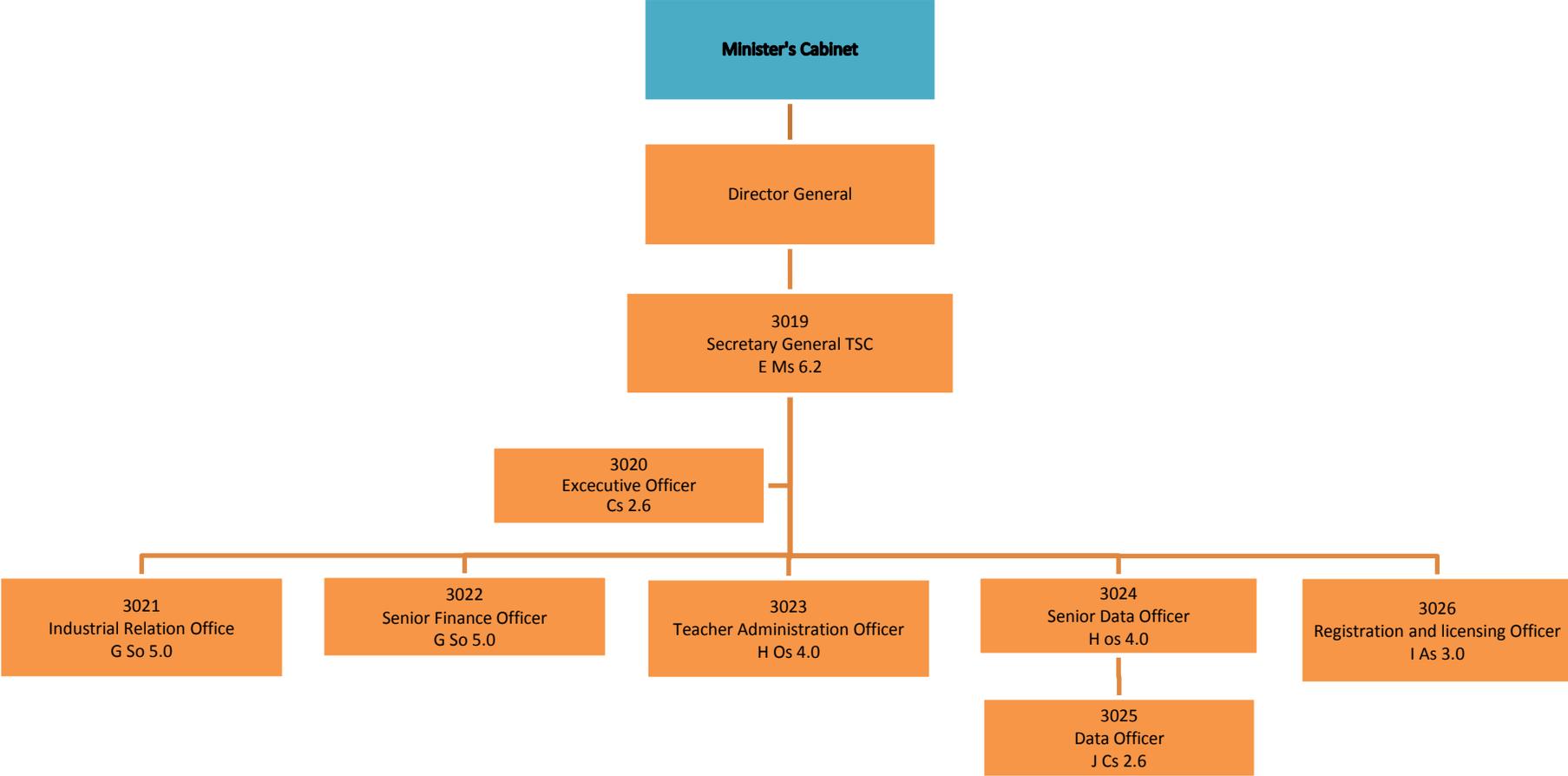
National Scholarship and Training Board



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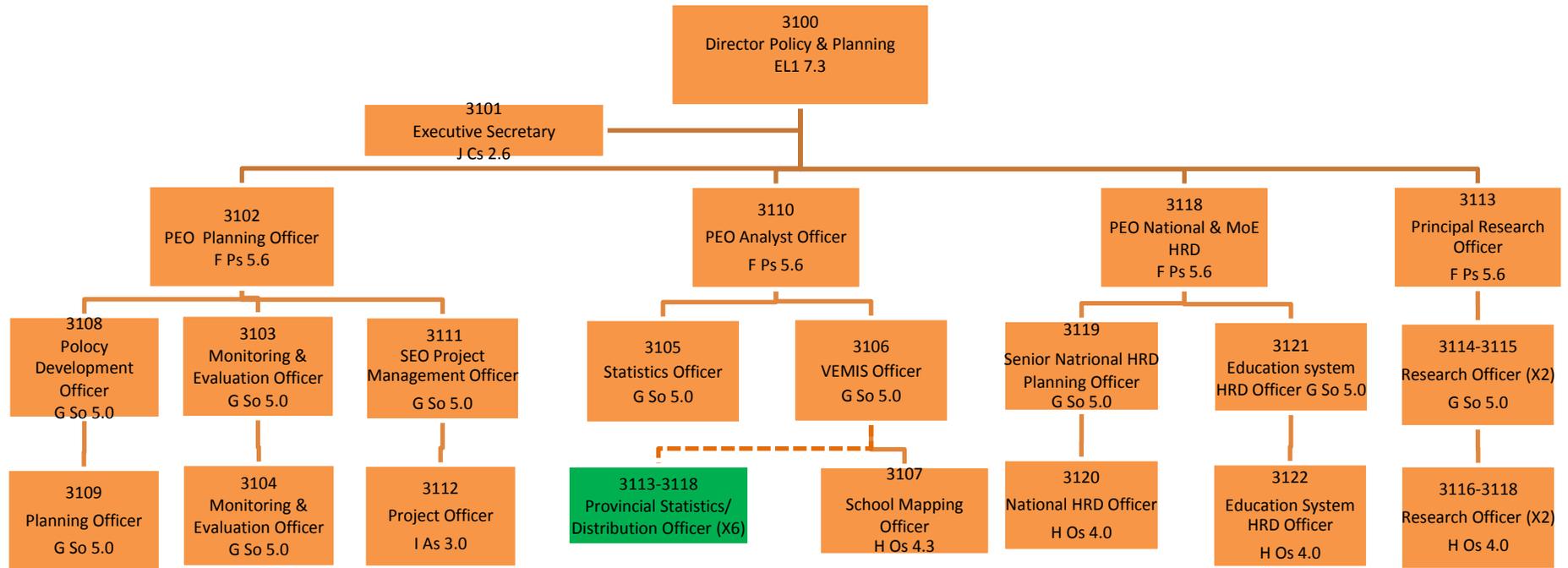
Teaching Service Commission Secretariat Unit



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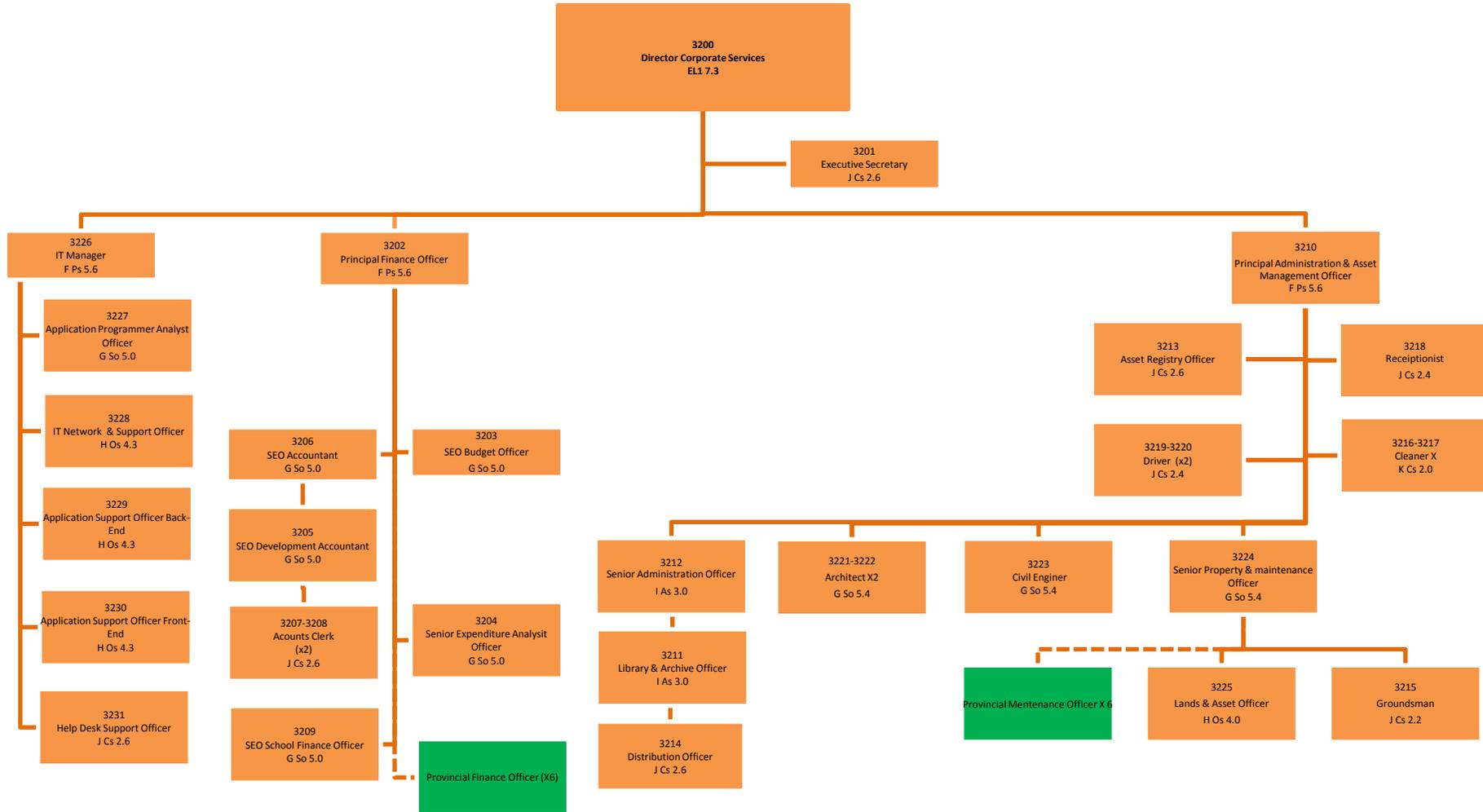
Policy & Planning Directorate



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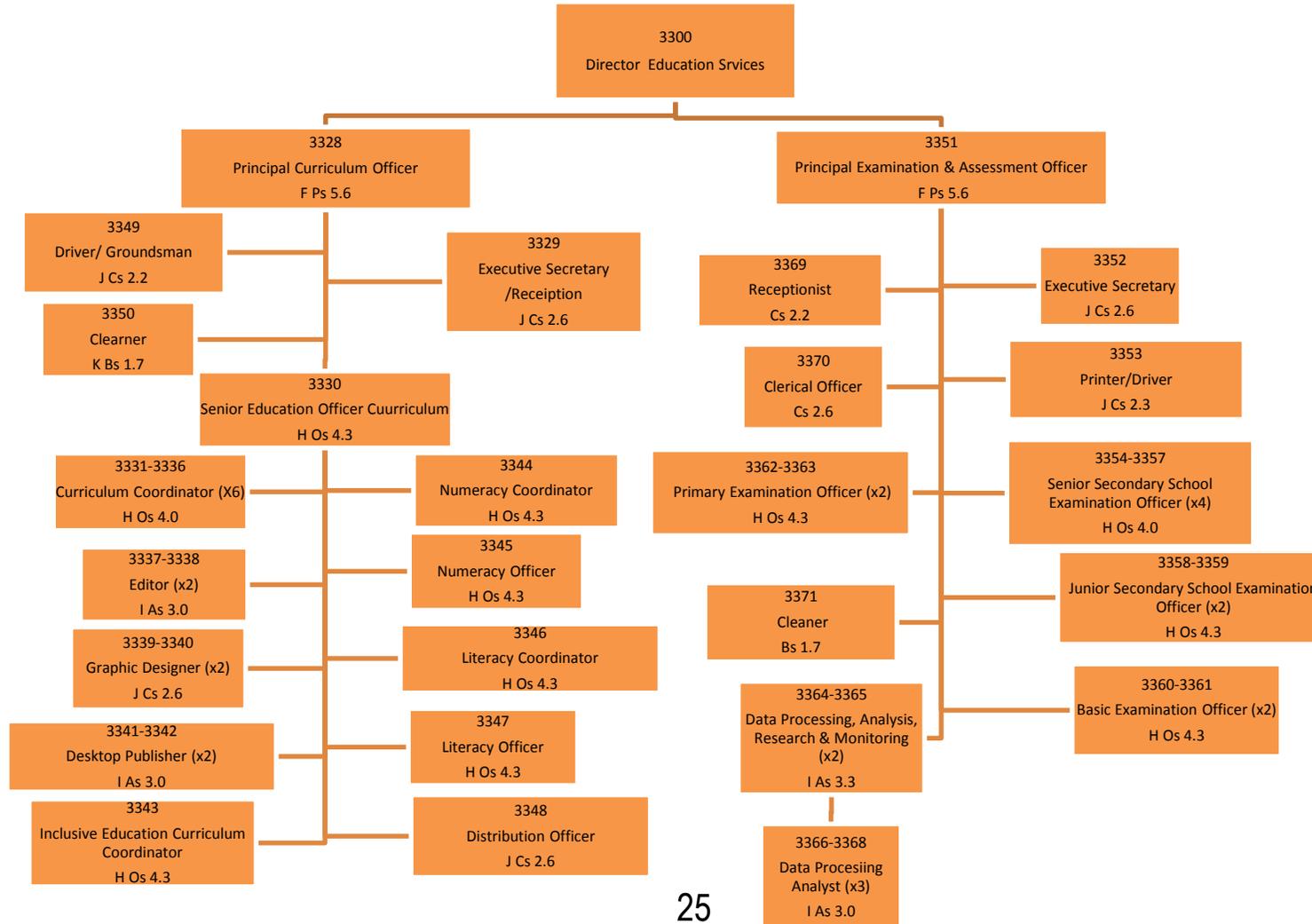
Finance and Administration Directorate



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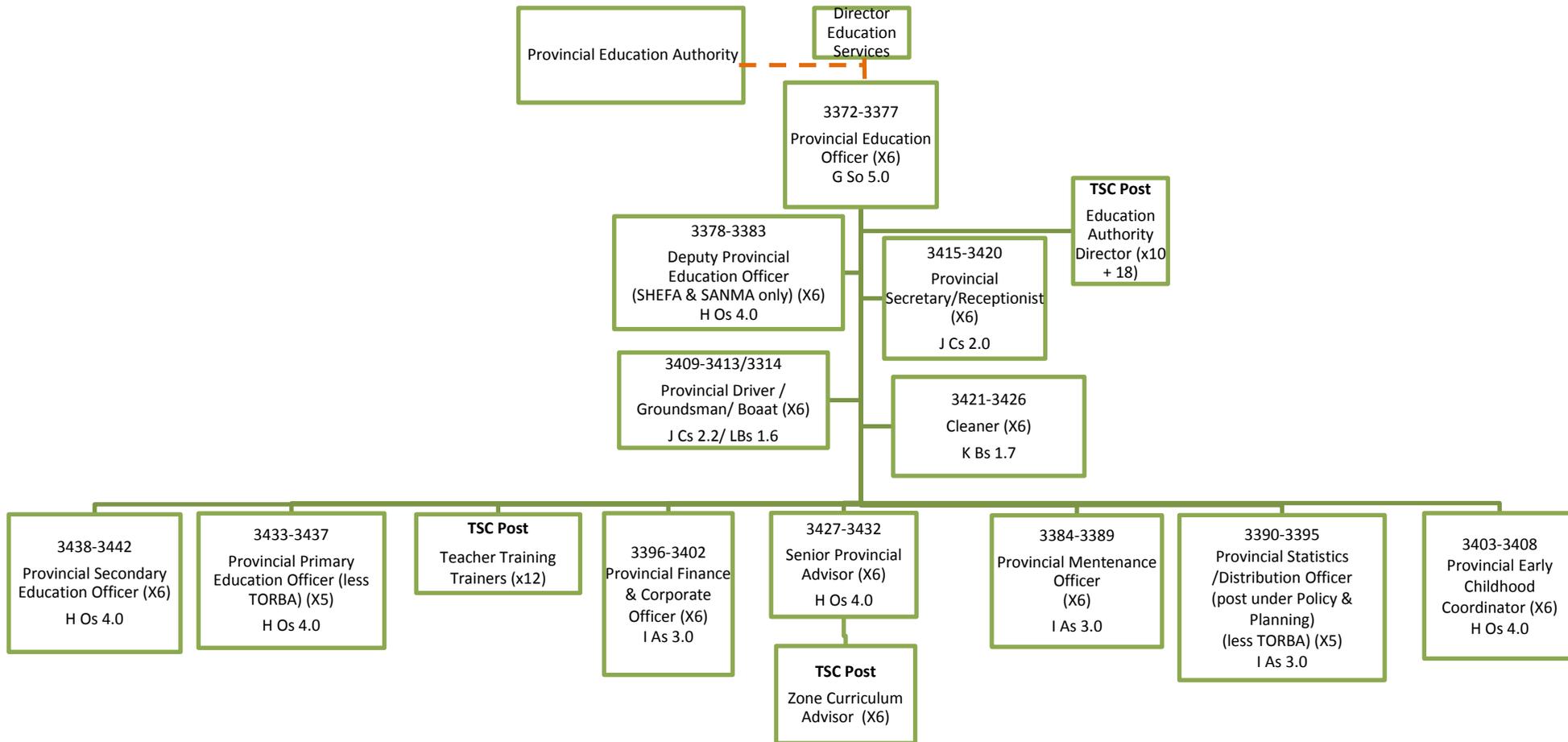
Education Service Directorate –CDU & EAU



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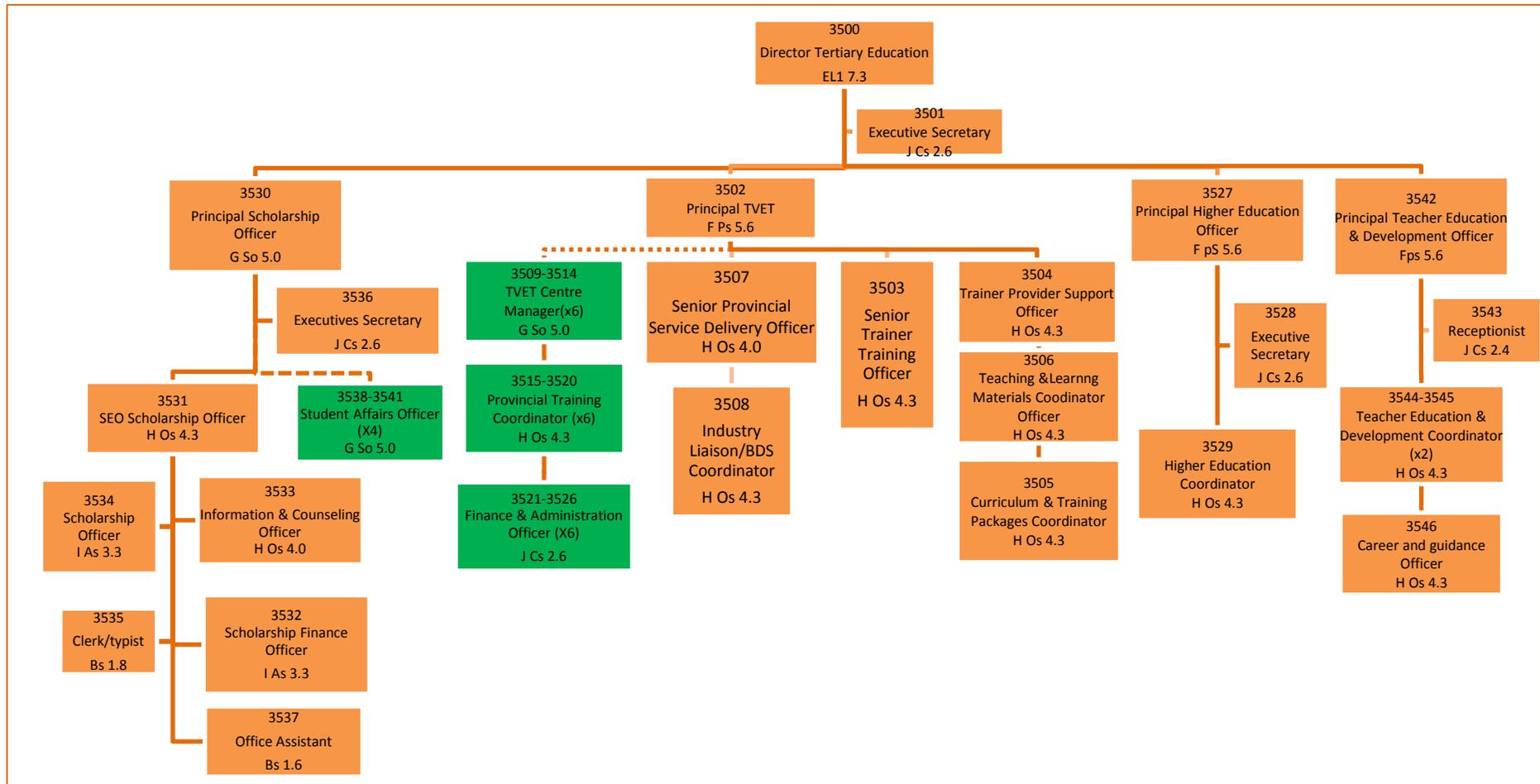
Education Service Directorate –Provincial Education and Education Authority



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Tertiary Education Directorate



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VANUATU QUALIFICATION AUTHORITY

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