



GOVERNMENT OF THE REPUBLIC OF VANUATU

MINISTRY OF EDUCATION

CORPORATE PLAN 2013 TO 2017

**Take fast hold of instruction; let *her* not go: Keep her; for she is
thy life. *(Proverbs 4:14 – King James Version)***

Department of Education
Port Vila

Message from the Director General

I am delighted to introduce the corporate plan of the Ministry of Education for the period 2013 – 2017.

This Corporate Plan reflects a change of attitudes, structures, policies, and resource allocations that are closely aligned with the Government of Vanuatu's overall policy framework.

The Ministry of Education is committed to deliver and improve on these three key objectives;

The three key objectives of the corporate plan are to;

- Improve the quality of education
- Increase equitable access to education for all people at all levels of education in Vanuatu; and
- Improve planning, fiscal and financial management

The corporate plan guides the Ministry of Education to achieve end results through its outline objectives; guide the implementation of activities base on expected results and monitor the progress done through the indicators

During the planning period the Ministry of Education will review the degree of success that has been achieve, and will modify the strategies and objectives to meet the Government National and International priorities.

The Ministry of Education is confident that the corporate plan developed will form the scope of which each unit will be able to develop specific programs and activities from.



Jesse Dick Joe
Director General, Ministry of Education

January 2013

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1. The Corporate Mission Statement

Vision

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.

Mission

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

- Pre-school and basic education to year 10, 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.

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

Objectives (Goal or Aims)

The Ministry of Education has three major objectives:

1. To improve the quality of education
2. Increase equitable access to education for all people at all levels of education in Vanuatu
3. Improve planning, fiscal and financial management

2. Corporate Plan Policy Priorities

Policy Priority: Improve quality of education

Program Output

- Improve the quality of teaching by ensuring that qualified and certified teachers are provided in schools at an equitable and acceptable student to teacher ratio.
- Continue improvement in Quality of Teaching through in-service teacher training and support.
- Continue to provide schools with relevant and appropriate national curriculum based on the Vanuatu National Curriculum Statement (VNCS)
- Deliver school curriculum and appropriate teaching methods which is relevant to Vanuatu context
- Provision of quality teaching and learning resources and equipment to schools in line with the national curriculum.

Policy Priority: Improve equitable access to education for all people at all levels of education.

Program Output

- Ensuring that by 2015, Vanuatu children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- Provision of school grants at an equitable level to subsidize the cost of preschool, primary to secondary levels (K 1-year 13/ 14).
- Reduce barriers to access education.
- Continue to upgrade school facilities to a minimum standard to improve the general condition and security of educational material and equipment.
- Provision for more scholarships to ensure that all eligible Year 13/ 14 students are automatically awarded scholarships.
- Scholarships are awarded according to approved criteria.

- Continue to provide more student places in secondary and TVET in schools in line with the government priority of increasing employment.

Policy Priority: Improve and strengthen the management of the Education system

Program Output

- Continue to strengthen and provide stronger leadership to the education system
- Institutional capacity development and strengthening of Ministry's Human Resources and its management.
- Continue to strengthen the Ministry's policy and planning and monitoring, evaluation and reporting services.
- Continue to strengthen education data and information management
- Strengthen administration and management in schools.
- Logistical management is provided for the education system
- Continue to strengthen budget and financial management of the education system especially at provincial and school level.
- Education system assets are effectively managed
- Administer compliance with the Education Act and Education Orders

3. Summary of Key issues and Challenges to be addressed in the Corporate Plan

- A fast growing population at a rate of 2.3% is challenging for the education system as it calls for more classrooms, education materials and teachers, etc, each year. Because Education as a fundamental human right it has to commit to these obligations annually.
- Education is the largest sector and the scattered islands, geographical and topographical complexities makes education service delivery a difficult and very expensive exercise.
- Vanuatu faces one of the key features of a bilingual system of education which has a high unit cost.
- Policies need to be realigned with available resources.
- Current alarming low literacy and numeracy level at the early years of primary education is detrimental to the education of the child throughout life.
- Community support to education is weak and continues to decline. This is not supportive of Early Childhood Education which requires greater community involvement.
- Poor condition of school facilities does not encourage learning and more importantly the security of education materials and equipment in the harsh tropical climate.
- The need for a Human Resource Development (HRD) Plan is a priority.
- Year 13 students considered for scholarships.

4. Strategies/Expected Output and Performance Measures

The Ministry will adopt the following strategies to achieve its core objectives.

OBJECTIVE ONE: Improve the quality of education

Strategies	Strategies Output	Performance Indicators
Strategy 1. Train and support teachers to implement the new curriculum	1.1 Teaching and learning materials are distributed to schools	1.1.1. Pupil to textbook ratio by EA, province, rural/urban and by school type
	1.2 Quality of teaching is improved	1.2.1 Year 4, 6 and 8 literacy level -Anglophone (L3+) (%), Francophone (L3+) (%) 1.2.2. Year 4, 6 and 8 numeracy level - Anglophone (L3+) (%), Francophone (L3+) (%) 1.2.3. Repetition rate iv. Primary Completion Rate (Proportion of students starting Year 1 who reach Year 6) 1.2.4. Early grade reading (Anglophones schools only at this stage) Grade 1 (%), Grade 2 (%), Grade 3 (%)
	1.3 Quality teaching and learning materials and equipment are provided to schools	1.3.1. Percentage of schools that have implemented the National Curriculum 1.3.2. No. of readers per student
	1.4 National curriculum is provided to schools	1.4.1. Percentage of schools that have implemented the National Curriculum
	1.5 Examinations and assessments are conducted	1.5.1. % of schools that offer year 12 national examinations and assessment 1.5.2. % of teachers trained in internal assessment and examinations
	1.6 Deliver school curriculum and teaching methods which are specific to Vanuatu	1.6.1. National Policy on Assessment developed in line with curriculum reform 1.6.2. % of teachers trained in use of new curriculum (pre-service and in-service)
Strategy 2. Strengthen early childhood care and education delivery	2.1 Early Childhood Care and Education delivery is strengthened	2.1.1. % of qualified ECE teachers 2.1.2. ECE Net Enrolment Rate (NER) by gender, Province, 2.1.3. Ratios of girls to boys in ECE 2.1.4. pupil teacher ratio in ECE

OBJECTIVE TWO: To increase equitable access to education for all people at all levels of education in Vanuatu.

Strategies	Strategies Output	Performance Indicators
<p>Strategy 3. Engage the community through school based management</p>	<p>3.1 Grants are paid to schools</p>	<p>3.1.1. Net Enrolment Rate (NER) by gender, Province, school type and grade and urban/ rural 3.1.2. Ratios of girls to boys in primary, secondary and tertiary education (University of the South Pacific enrolments) 3.1.3. Transition Rate from year 6 to year 7 (%) 3.1.4. Percentage of primary schools (government and government assisted) receiving full school grant on annual basis. 3.1.5. Primary schools using Government-approved bank accounts (%) vi. Primary school parental contributions (Vt / yr, range)</p>
	<p>3.2 Teachers are provided in schools</p>	<p>3.2.1. % of qualified ECE teachers 3.2.2. Pupil: teacher ratio (by province, EA, school type and urban/rural)</p>
	<p>3.3 A quality assurance program assesses all aspects of the education system</p>	<p>3.3.1. Number of schools visited and reported on each year by School improvement officers by zone and by province 3.3.2. Number of schools visited and reported on each year by Internal Audit Officers (IAO) by zone and by province 3.3.3. Number of schools and teachers visited and reported on each year by the Zone Curriculum Advisors (ZCA) by zone and by province.</p>
	<p>3.4 Provide stronger leadership to the education system</p>	<p>3.4.1. % of Annual Work Plan activities completed - by budget and performance targets 3.4.2. Approved sub-sector policy statements</p>

Strategy 4. Provide locally relevant and efficient delivery of facilities and equipment	4.1 School facilities and equipment are improved	4.1.1. Total number of classrooms constructed (by province and urban/rural) 4.1.2. Pupil: classroom ratio by school type, by province and urban/rural 4.1.3. Percentage of schools with clean, safe water 4.1.4. Percentage of primary schools meeting National infrastructure Standards (by province and urban/rural)
	4.2 Quality of facilities are improved	4.2.1. Percentage of schools that meet 50% of the Minimum Quality Standards for Schools
	4.3 Logistical management is provided for the education system	4.3.1. Frequency of procurement and timely distribution of school materials to schools
	4.4 Education system assets are managed	4.4.1. Percentage of schools with secure land tenure 4.4.2. Percentage of school buildings in each condition category - by building type.

OBJECTIVE THREE: Improve planning, fiscal and financial management

Strategies	Strategies Output	Performance Indicators
Strategy 5. Develop capacity within the Ministry of Education to deliver an effective, well-managed and de-concentrated education system in Vanuatu	5.1 Barriers to access to education are reduced	5.1.1. Gender Parity Index (GPI) for Gross Enrolment Rate (GER) by school type and grade 5.1.2. Gender Parity Index (GPI) for Net Enrolment Rate (NER) by school type and grade 5.1.3. No of schools with disaster management plans 5.1.4. No of provinces with provincial disaster management plans
	5.2 Provide more student places for secondary and TVET in School (TVET in Schools works towards government priority of increasing employment)	5.2.1. Medium Term Expenditure Framework (MTEF) by sector by 2015 5.2.2. Number of education sub-sector policy papers developed in line with list of agreed number of policies to be developed 5.2.3. Percentage of schools that publish development plans and policies during the year
	5.3 Scholarships are awarded and paid according to approved criteria	5.3.1. Percentage of graduates (by gender, field of study and by province) per annum 5.3.2. Percentage of scholarship students who do not meet tertiary continuation criteria
	5.4 Policy and planning of the education system are provided	5.4.1. Medium Term Expenditure Framework (MTEF) by sector by 2015 5.4.2. Number of education sub-sector policy papers developed in line with list of agreed number of policies to be developed 5.4.3. Percentage of schools that publish development plans and policies during the year
	5.5 Data, information and reports are provided	5.5.1. Percentage of School Survey Returns
	5.6 Financial management of the education system is provided	5.6.1. % of education budget for non-payroll costs 5.6.2. Percentage variation to budget - payroll and non-payroll 5.6.3. An increased proportion of government budget allocated for operational expenditure
	5.7 HR management is provided within the education system	5.7.1. % of qualified and skilled staff (administration and teaching) in the education sector by province and by gender 5.7.2. % of funded positions that are vacant

	5.8 Administer compliance with the Education Act and Education Orders	5.8.1. No. of partnership agreements negotiated and service delivery partnerships in operation (church, NGO, etc) 5.8.2. Number of schools not using the national curriculum but maintain their registration
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