



GOVERNMENT
OF
THE
REPUBLIC
OF
VANUATU



MINISTRY OF EDUCATION AND TRAINING

CORPORATE PLAN 2018 - 2020

APRIL 10, 2018

MINISTRY OF EDUCATION AND TRAINING
Produced by the Policy and Planning Directorate

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1. Message from the Hon Minister and the Acting Director General for the Ministry of Education and Training

We are delighted to introduce the corporate plan of the Ministry of Education and Training for the period 2018 - 2020.

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 and Training is committed to deliver and improve on these three key objectives;

The corporate plan builds on the three key objectives of the interim sector strategy, and that is 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 will guide the Ministry of Education and Training to achieve end results that are outlined in the MoET corporate planning logic (pp. 7). The corporate plan also has and inbuilt results framework to measure progress against the intended results.


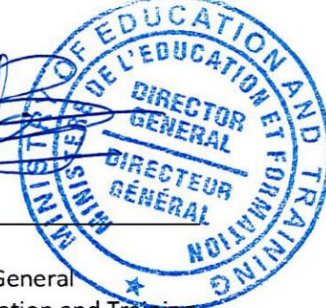
Over the next planning period, the Ministry of Education and Training will review the degree of success that has been achieved, and will modify its strategies to ensure results are delivered as intended.

The Ministry of Education and Training is confident and is committed to implement this corporate to the best of its ability. We would like to remind all managers and officers to continue to work as a team to deliver these results.

We thank you all for your collaboration.



The Honourable Jean Pierre Nigua,
Minister of Education and Training



Ilati Bergmans
Acting Director General
Ministry of Education and Training

2. The Corporate Vision & Mission Statement

Vision

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

To provide student-centered education that is accessible, relevant, sustainable, responsive, and of good quality, that guarantees every young person:

- Pre-school to basic education (year 10).¹
- Expanded opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to actively engaged and participate;
- A well-managed and accountable education system²

3. Organizational Goals and Values

Goals

The Ministry of Education and Training 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

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

¹ This includes literacy, numeracy, life skills, livelihood skills, respect for history and culture and respect for human rights

² Focuses on building the human resource of Vanuatu, improving learning, living, working opportunities and enabling young people to contribute to the productive sectors in both rural and urban areas

4. MoET Planning Framework

Figure 1: MoET Planning Framework



The Ministry of Education and Training implements this planning framework to the best of its ability. This framework provides the basis of the overall coordination of the Ministerial planning. Meanwhile it is also beneficial to note that the Department of Strategic Policy Planning and Aid Coordination (DSPPAC) is also leading a consultative process to remove the sector strategy from the planning frameworks of all line Ministries. This planning framework will be updated to accommodate any changes forthcoming.

This interim corporate plan provides a link between the VETSS (which contains broader strategies) and the Business plan (which is the annual costed departmental plan). The corporate plan is equally important as the other component of the planning framework, but most importantly because it lays out the framework of the expected outputs, and what activities to be undertaken to deliver these outputs.

The corporate areas have been integrating efforts to focus planning to achieve results, spelling out clear outputs and activities to improve alignments between policy, budgeting and reporting. These efforts will continue and regular consultations with Managers to Monitoring and Evaluate the plan and policy implementation

5. Methodology

The guiding values of planning for the Ministry of Education and Training, as stipulated in the Vanuatu Education and Training Sector Strategy (VETSS) document that is to ensure that;

- Planning processes are not too ambitious, consistent, kept simple & understood by all,
- Plans are aligned and integrated,
- Planning approaches are collective, coordinated
- Plans are result oriented (Results are positioned at the forefront of plans to determine activities)
- Plans are measurable.

To be able to accommodate these planning values for the Ministerial operational planning's, a simple Corporate Planning Logic is constructed (*refer figure 2 beneath*). The construction of the corporate logic involves a lot of integrating exercises to ensure a reasonable number of outputs for tracking and monitoring progress are produced.

The MoET commenced a review of the corporate plan in August 2017 and have undertaken a series of reviews, consultations and engagements with key internal staff and external stakeholders. External support, advice and guidance has also been offered through the Vanuatu Section Support Program (VESP). A MoET retreat was facilitated in March 2018 to finalise the current version. The process to develop the plan has been comprehensive and robust.

The development of this corporate plan comprises of the following steps.

Step 1. Information gathering of various program outputs.

- Consulting the various existing plans (both the VESP & UNICEF including the draft MoET results framework) for the available output
- Assembling of these out-puts.

Step 2. Eliminating duplication (data massage).

- Duplicating outputs were integrated into one and other duplicating once are removed

Step 3. Re-numbering of outputs by strategy order.

- Renumbering and aligning of the output to the 13 strategies in VETSS

Step 4. Formulating the Key activities and the proposed sub activities of the corporate plan

- Revisit all existing sectoral policies and plans including the submitted divisional plans for 2018.
- Formulating the key activities (with the level of control in describing the key to ensure we do not get tempted into going to the details).
- Revisit all existing policy implementation plans and submitted work plans to populate the sub activities.

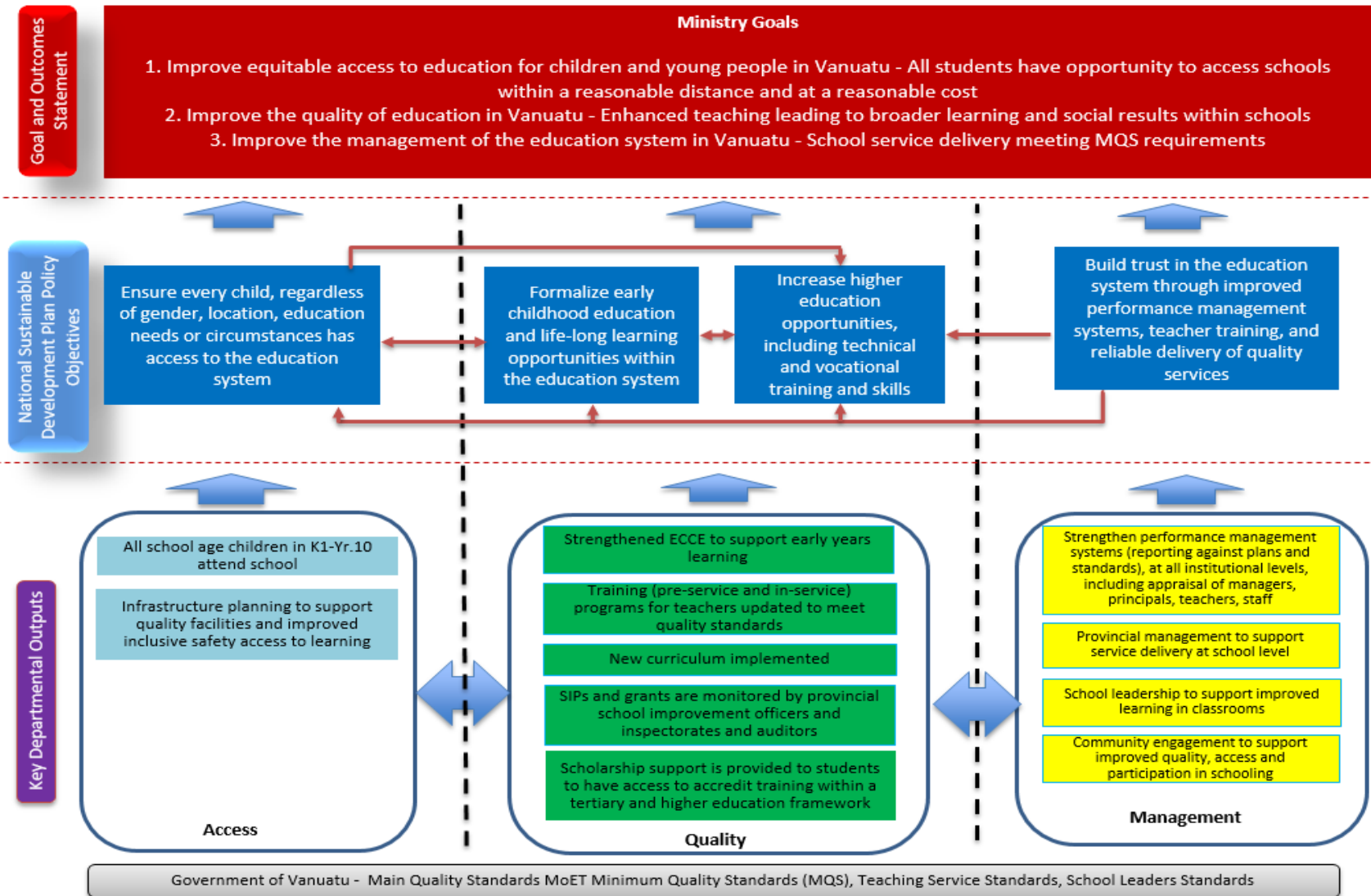
- All detail activities on the work plans submitted by units that are left out from this corporate plan will be transferred to each individual officer's plans.

Step 5. Consultation for confirmation and approval

- Consult the activity managers to confirm current activities
- Consult with senior management team for approval of the corporate plan in principle before the DG signs off on.

6. Ministry of Education and Training Corporate Planning Logic

Figure 2: MoET Corporate Planning Logic



7. Ministry of Education and Training Monitoring and Evaluation

Monitoring and evaluation are important management tools to track your progress and facilitate decision making. By closely examining our work, our department can design programs and activities that are effective, efficient, and yield powerful results for the community at large. Beneath is the framework that will be used to measure the results against this corporate planning logic.

MoET Results Framework (log frame) – Definition of Terms			
OBJECTIVES (What we want to achieve)	INDICATORS (How to measure change)	MEANS OF VERIFICATION (Where / how to get information)	ASSUMPTIONS (What else to be aware of)
Goal The long-term results that an intervention seeks to achieve, which may be contributed to by factors outside the intervention.	Impact Indicators Quantitative and/or qualitative criteria that provide a simple and reliable means to measure achievement or reflect changes connected to the goal.	How the information on the indicator will be collected (<i>can include who will collect it and how often</i>).	External conditions necessary if the Goal is to contribute to the next level of intervention.
Outcomes ³ The primary result(s) that an intervention seeks to achieve, most commonly in terms of the knowledge, attitudes or practices of the target group.	Outcome Indicators As above, connected to the stated outcome.	As above	External conditions not under the direct control of the intervention necessary if the outcome is to contribute to reaching intervention goal.
Outputs The tangible products, goods and services and other immediate results that lead to the achievement of outcomes.	Output Indicators As above, connected to the stated outputs.	As above	External factors not under the direct control of the intervention which could restrict the outputs leading to the outcome.
Activities ⁴ The collection of tasks to be carried out in order to achieve the outputs.	Performance indicator As above, connected to the stated activities.	As above	External factors not under the direct control of the intervention which could restrict progress of activities.

³ These outcomes are translated from the National Sustainable Development Plan

⁴ Activities are listed in the above table and in the execution plan (2018 Business Plan)

7.1. MoET Results Framework

MoET Results Framework 2018 – 2020

OBJECTIVES (What you want to achieve)	INDICATORS (How to measure change)	MEANS OF VERIFICATION (Where & how to get information)	Frequency of Data Collection	ASSUMPTIONS (What else to be aware of)
End Outcome Access: All students have opportunity to access schools within a reasonable distance and at a reasonable cost.	<ul style="list-style-type: none"> Net Enrolment Rate (NER), Kindergarten and schooling Years 1 - 3 (age 6 schooling Year 1; Age 7 schooling Year 2; age 8 schooling Year 3) % of schools schooling Years Kindergarten and 1 - 13 Standards for children with special needs. 	Open VEMIS	Annual	Behaviours and decisions around child enrolment are understood and contextualised.
NSDP outcome 1: Ensure every child, regardless of gender, location, education needs or circumstances has access to the education system	<ul style="list-style-type: none"> Percentage of age 6 in Yr. 1 who attended kindergarten Survival rates Yr. 1 - 6, 1 – 13. 	Open VEMIS	Annual	National campaign on right age of schooling (6 years, class one). Literacy & numeracy standards achieved and socioeconomic factors correlated with children/students completing a level of schooling.
Output 1.1. All school age children in K1-Yr.10 attend school	<ul style="list-style-type: none"> % NER ECCE, Primary and Junior Secondary 	Open VEMIS	Annual	National campaign on right age of schooling (6 years, class one)
	<ul style="list-style-type: none"> # of children with special needs (or disadvantaged children) accessing schools 	Open VEMIS/Disability society	Annual	Decisions around sending children with specific needs to school are understood and supported
	<ul style="list-style-type: none"> # of schools that has a Comprehensive Safety Plan in placed 	SIU/Open VEMIS	Annual	Trainings provided to school principals to develop and implement School Comprehensive Safety Plan
Output 1.2. Infrastructure planning to support quality facilities and improved inclusive safety access to learning	<ul style="list-style-type: none"> # of primary schools that completes an asset survey (facilities) and the survey information's are entered in OV 	Facilities /Open VEMIS	Ongoing	Primary schools facilities survey related to primary school asset survey
	<ul style="list-style-type: none"> # of schools with new classrooms and WASH facilities built and occupied 	Facilities Unit	Annual	Quality new classrooms are mostly funded by projects

	<ul style="list-style-type: none"> # of schools implementing maintenance plans 	SIU/OV	Annual	Schools have established maintenance plan
	<ul style="list-style-type: none"> # of schools that engage community support for accessible facilities in primary schools 	Open VEMIS	Annual	Responses and participation of communities understood and contextualized
	<ul style="list-style-type: none"> # of schools with infrastructure improved and wash improvement projects implemented 	UNICEF report/ Facilities unit /Open VEMIS	Annual	Quality of infrastructure correlated with location of schools and leadership in the schools
End Outcome Quality: Enhanced teaching leading to broader learning and social results within schools.	<ul style="list-style-type: none"> % of student meeting literacy and numeracy standards in year 4. 	<ul style="list-style-type: none"> Annual data collection through evaluation studies Open VEMIS 	Annual	<ul style="list-style-type: none"> Literacy and numeracy rates correlated to new curriculum roll-out and teacher training efforts.
NSDP 1.1. Formalize early childhood education and life-long learning opportunities within the education system.	<ul style="list-style-type: none"> Percentage of students meeting literacy and numeracy standards⁵ # of ECCE teachers on government payroll 	VANSTA/Open VEMIS	Annual	Literacy and numeracy standards correlated with life-long learning opportunities
NSDP Outcome 1.2. Increase higher education opportunities, including technical and vocational training and skills.	<ul style="list-style-type: none"> # of technical & Vocational schools that are certified and registered under the Vanuatu Qualifications Authority to operate 	VQA records	Annual	Mechanisms established to assist TVET institutions to meet VQA standards
Output 2.1. Strengthened ECCE to support early years learning.	<ul style="list-style-type: none"> # of Kindies implement ECCE policy of school readiness 	Open VEMIS/ECCE coordinator	Annual	ECCE policy of school readiness has a clear implementation plan
	<ul style="list-style-type: none"> # of ECCE teachers trained on the new ECCE curriculum 	Open VEMIS/ ECCE Coordinator	Annual	ECCE teachers trained obtain a certification
Output 2.2. Training (pre-service and in-service) programs for teachers updated to meet quality standards.	<ul style="list-style-type: none"> # of schools with teachers and principals trained in new curriculum (for Years 1-3 as rolled out); 	Open VEMIS/ISU/VITE	Annual	Training in new curriculum conducted in both in-service and pre-service
	<ul style="list-style-type: none"> # of schools with principals trained in new curriculum 	Open VEMIS/ISU/VITE	Annual	Principals have the capacity to support teachers in delivering new curriculum
	<ul style="list-style-type: none"> # of VITE courses reviewed and certified by VQA 	VQA records	Annual	All VITE courses are reviewed to guarantee bachelor program
Output 2.3. New curriculum implemented	<ul style="list-style-type: none"> # of schools receiving and implementation new curriculum 	CDU records	Ongoing	Non-Government (private) schools implement additional curriculum

⁵ NSDP Indicator submitted to DSPPAC (need to refine this indicator with DSPPAC)

	<ul style="list-style-type: none"> • VANSTA administered in Open VEMIS 	EAU	TBC	EAU has another standalone system to administer VANSTA
Output 2.4. SIPs and grants are monitored by provincial school improvement officers and inspectorates and auditors.	<ul style="list-style-type: none"> • # of schools (Primary & Secondary) having developed and implementing their SIP 	SIU/Open VEMIS	Annual	SIP to be standardized and applied in PS & SS
	<ul style="list-style-type: none"> • # of schools (Primary & Secondary) producing financial reports 	Open VEMIS/Finance Unit	Annual	Schools need clear direction on financial reports
	<ul style="list-style-type: none"> • # of schools that meet relevant Minimum Quality Standards (MQS) 	Open VEMIS/SIU	Annual	SIPs are developed and implemented to meet the MQS
Output 2.5. Scholarship support is provided to students to have access to accredit training within a tertiary and higher education framework	<ul style="list-style-type: none"> • # of TVET institutions accredited by VQA 	VQA records	Annual	Processes of registering and accrediting TVET institutions are in place
	<ul style="list-style-type: none"> • # of students enrolled in TVET institutions 	Open VEMIS	Annual	TVET institutions need to registered and their courses accredited by VQA
	<ul style="list-style-type: none"> • # of scholarship awarded per year 	Scholarship records/Open VEMIS/DFAT/MFAT	Annual	All scholarship awarded based on VanGov Scholarship Priority Framework
End Outcome Management: School service delivery meeting MQS requirements	<ul style="list-style-type: none"> • % schools meeting relevant MQS on an annual basis 	Open VEMIS/SIU	Annual	<ul style="list-style-type: none"> • MQS standards clearly defined and applied (i.e. shared criteria)
NSDP Outcome 3. Build trust in the education system through improved performance management systems, teacher training, and reliable delivery of quality services	<ul style="list-style-type: none"> • % of schools demonstrating effective implementation and management of school grants⁶ 	Open VEMIS/Finance Unit / IAU	Annual	School principals were trained & supported to manage the school grants
Output 3.1. Strengthen performance management systems (reporting against plans and standards), at all institutional levels, including appraisal of managers, principals, teachers, staff	<ul style="list-style-type: none"> • # of province with a devolve structure, completely filled. 	VESP progress report	Annual	The six provincial education offices, each vary in terms of resources availability
	<ul style="list-style-type: none"> • # of eligible primary schools receive and acquit school grants on time 	Open VEMIS/Finance Unit	Annual	The capacity/capability of principals to produce acquittals is understood and assistance provided
Output 3.2. Provincial management to support service delivery at school level	<ul style="list-style-type: none"> • Quarterly reports are produced. 	PPD	Quarterly	Managers timeliness of producing the QRs
	<ul style="list-style-type: none"> • # of ECCE schools producing annual reports 	Open VEMIS	Annual	All ECCE schools should have the capacity to produce annual reports

⁶ The calculation of this indicator is as a product of the two indicators under output 2.4 (Need to refine this indicator with DSPPAC)

	<ul style="list-style-type: none"> • # of PRI producing annual reports 	Open VEMIS	Annual	All Pri schools should have the capacity to produce annual reports
	<ul style="list-style-type: none"> • # of SEC producing annual reports 	Open VEMIS	Annual	All Sec schools should have the capacity to produce annual reports
	<ul style="list-style-type: none"> • Performance appraisal for PSC and TSC staff conducted annually 	HRM/TSC records	Annual	Mechanisms for performance appraisal are in place
	<ul style="list-style-type: none"> • # of schools using Open VEMIS 	Open VEMIS	Annual	Internet connectivity is still a challenge for schools in the rural/remote areas
	<ul style="list-style-type: none"> • # of school support centers established 	VESP progress reports	Annual	SSC concept understood & contextualized
Output 3.3. School leadership to support improved learning in classrooms	<ul style="list-style-type: none"> • # of schools with school improvement plans (SIPS) 	Open VEMIS/SIU	Annual	SIPs are applied at PS & SS and aligned to high level plans for MoET
	<ul style="list-style-type: none"> • # of school principals trained 	Open VEMIS/SIU	Annual	School principals are community leaders
Output 3.4. Community engagement to support improved quality, access and participation in schooling	<ul style="list-style-type: none"> • # of schools that engage with communities to enroll children at right age into Year 1 	VESP progress reports	Annual	Participation of communities are understood and contextualized
	<ul style="list-style-type: none"> • # of Education Governance Bodies that are effectively functioning 	Assessment report/Education sector review report	Annual	All education governance bodies exist (i.e. appointed by the Minister)

8. Corporate Plan Output Aligned to VETSS Strategies, with Reference to Key Support Programs

This table (like the corporate planning logic) shows the alignment between this corporate plan and the VETSS. It also draws reference to the key support that the department receives towards delivering the outputs.

Educational Goal Statements	National Sustainable Development Plan - Policy Objectives	VETSS Cover Strategies	Output No	Output description	Reference of support to deliver output
Increase equitable ACCESS to education for all people at all levels of education of Vanuatu	SOC 2.1. Ensure every child, regardless of gender, location, education needs or circumstances has access to the education system	1. Provide Fee Subsidy	1	All school age children in Y1-10 attend school	MoET /UNICEF
		2. Promote and mainstream Inclusive Education			
		3. Development of proper school Infrastructures and National School Development Plan	2	<u>Infrastructure planning to support quality facilities and improved safety access to learning⁷</u>	MoET/VESP/ UNICEF
Improve the QUALITY of education	SOC. 2.3. Formalize early childhood education and life-long learning opportunities within the education system	4. Mainstream Early Childhood Care and Education (ECCE)	3	<u>Strengthened ECCE to support early years learning⁸</u>	MoET/VESP
		5. Teachers training and development and implementation of a National Teacher Development Plan	4	<u>Training (pre-service and in-service) programs for teachers updated to meet quality standards⁹</u>	MoET/VESP
		6. Integrate and consolidate the Curriculum reforms, strengthening assessment systems	5	<u>New curriculum implemented¹⁰</u>	MoET/VESP
		7. Development and implementation of bilingual/plurilingual education policy and system			

⁷ VESP Output 3.1 & UNICEF output....?

⁸ VESP output 1.3

⁹ VESP output 1.2

¹⁰ VESP output 1.1

	SOC. 2.4. Increase higher education opportunities, including technical and vocational training and skills	8. Strengthened Basic and Secondary Education	6	SIPs and grants are monitored by provincial school improvement officers and inspectorates and auditors	MoET
		9. Ensuring equitable and inclusive access to a quality assured and appropriately resourced Post School Education and Training system	7	Scholarship support is provided to students to have access to accredit training within a tertiary and higher education framework	MoET
Improve planning, fiscal and financial MANAGEMENT	SOC. 2.2. Build trust in the education system through improved performance management systems, teacher training, and reliable delivery of quality services	10. Promote educational and Training standards, sound legislation , evidence base policy development, strengthening ICT use, planning, budgeting and implement M&E reporting	8	Strengthen performance management systems (reporting against plans and standards), at all institutional levels, including appraisal of managers, principals, teachers, staff	MoET/UNICEF
		11. Rationalization of resources	9	<u>Provincial management to support service delivery at school level¹¹</u>	MoET/VESP
		12. Re-structuring and Devolution of MoET functions			
		13. Strengthen Governance, partnerships and communications	10	<u>School leadership to support improved learning in classrooms¹²</u>	MoET/VESP/ UNICEF
			11	<u>Community engagement to support improved quality, access and participation in schooling¹³</u>	MoET/VESP

¹¹ VESP output 3.3

¹² VESP output 3.2

¹³ VESP output 2.1

9. Corporate Plan Output Aligned to Key Activities and Proposed Sub-Activities for 2018 - 2020

The table beneath outlines the key activities and the proposed sub-activities for 2018 – 2020 that are to be implemented to ensure the output is delivered.

Output 1: All school age children in K1-Yr.10 attend school

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A1.1	Improve school funding processes	Grants code and school financial manual reviewed, approved and disseminated	Improve collection of data and reporting on schools collected income	Improve collection of data and reporting on schools collected income
		Training, mentoring and support provided to schools to improve compliance with school funding requirements	Training, mentoring and support provided to schools to improve compliance with school funding requirements	Training mentoring and support provided to schools to improve compliance with school funding requirements
		Audit Unit and Inspectorate to report on compliance issues	Audit Unit and Inspectorate to report on compliance issues	Audit Unit and Inspectorate to report on compliance issues
		<i>Expand reach of grants to ECCE (ages 4;5) and Year 7 and 8</i>	<i>Expand reach of grants to ECCE (ages 4;5) and Year 7 - 9</i>	<i>Expand reach of grants to ECCE (ages 4;5) and Year 7 - 10</i>
A1.2	Inclusive Education Policy Implementation	Conduct a study to understand why children are out of school and at risk of dropping out	Implementation of 'initiatives' to address out of school and children at risk of dropping out	Community awareness (training to parents) on children at risk of dropping out of school
		Conduct awareness and advocacy programs on inclusive, child protection & Gender equity education policies	Training of teachers on inclusive, child protection & Gender equity education policies and identification of children with disabilities	Training of teachers
		Manage Vanuatu Inclusive Education Steering Committee	<i>Revise legislation to define age of enrolment</i>	Collection of data of Children with Disabilities
		Improve data collection on disabilities (Washington questions)	Collection of data of Children with Disabilities	
		Improve data link between Open VEMIS and Civil Registry data to identify children out of school	Strengthen data link between Open VEMIS and Civil Registry data to improve data quality on student records	Improve data quality and analysis
		Develop ODL Policy	Implement ODL	Implement ODL

A1.3	Implementation of Education in Emergency (EIE) policy	Conduct EIE & Comprehensive School Safety awareness and advocacy programs on the EIE & CSS Policy	Improve EIE & Comprehensive School Safety awareness and advocacy programs to the provincial level	Strengthen EIE & Comprehensive School Safety programs in the provincial education offices
		Coordinate Vanuatu Education Cluster & review ToR	Coordinate Vanuatu Education Cluster	Coordinate Vanuatu Education Cluster
		Assist schools to develop their school comprehensive safety plans	Development, revision and implementation of SCS Plan by schools	Revision and implementation of SCS Plan by schools
		Organize capacity building training on EIE/Disaster Risk Reduction (DRR) /Climate Change Adaptation (CCA) & Comprehensive school safety	Training on EIE/Disaster Risk Reduction (DRR) /Climate Change Adaptation (CCA) & Comprehensive school safety to provincial education officers.	
		Strengthen the Education in emergency information management system. ¹⁴	Strengthen the Education in emergency information management system.	Strengthen the Education in emergency information management system.
		Seek EIE TA support from Education cluster partners. ¹⁵		

Output 2: Infrastructure planning to support quality facilities and improved inclusive safety access to learning

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A2.1	<i>(Primary) School Construction Program</i> ¹⁶	<i>Defects and liability phase for Tanna construction works</i> ¹⁷	Development of a MoET Capital Plan based on findings of the National School Development Plan	Implementation of the MoET Capital Plan
		<i>Maintenance and use of VEMIS data for infrastructure planning</i> ¹⁸	Maintain updated data of schools surveys	Maintain updated data of schools surveys
		Survey on ECCE Buildings initiated	Maintain updated data of ECCE buildings survey	Maintain updated data of ECCE buildings survey
		Delivery of services of project design, implementation and contract management	Delivery of services of project design, implementation and contract management	Delivery of services of project design, implementation and contract management
		<i>Assessment of WASH conditions in schools.</i>	Wash initiatives implemented	Wash initiatives implemented

¹⁴ UNICEF supported activity

¹⁵ UNICEF supported activity

¹⁶ VESP supported activity 4.1

¹⁷ VESP supported activity 4.1.1

¹⁸ VESP supported activity 4.1.2

		<u>Promote WASH infrastructure, rehabilitation and hygiene</u> <u>Scale-up WinS national framework (policy, standard, guidelines, curriculum)</u> ¹⁹	Scale-up WinS national framework (policy, standard, guidelines, curriculum)	Scale-up WinS national framework (policy, standard, guidelines, curriculum)
A2.2.	School Maintenance Planning	Revision and distribution of school maintenance manuals to schools	Provincial Maintenance officers deliver training to schools communities on school maintenance	Provincial Maintenance officers deliver training to schools communities on school maintenance
		Training of Provincial Maintenance Officers, SIO's and Inspectors on maintenance manual and use MQS (Standard 9) compliance report	Provincial Maintenance officers to monitor progress on MQS 9	Provincial Maintenance officers to monitor progress on MQS 9
			PMO support Principals to develop a maintenance plan and report on progress	PMO support Principals to develop a maintenance plan and report on progress

Output 3: Strengthened ECCE to support early years learning

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A3.1	ECCE Policy Implementation ²⁰	Development and Implementation of a five year implementation plan of the ECCE policy	Implementing the 5 years Strategic Plan of the ECCE Policy	Awareness raising of ECCE Policy and MQS Implementing the 5 years Strategic Plan of the ECCE Policy
		Coordinate and manage the awareness and implementation (mainstreaming) of ECCE	Coordinate and manage the awareness and implementation (mainstreaming) of ECCE	Mapping and register ECCE schools
		Strengthening ECCE data	Register ECCE teachers Mapping and register ECCE schools	Register ECCE teachers Mapping and register ECCE schools
		Development of accredited course at VITE and ECCE Certificate IV delivery of training	ECCE Bachelor Courses and ECCE Certificate IV delivery of training and Scholarship awards as incentives	ECCE Bachelor Courses and ECCE Certificate IV delivery of training and Scholarship awards as incentives
		Strengthening ECCE Management Committees and community awareness on ECCE	Strengthening ECCE Management Committees and community awareness on ECCE	Strengthening ECCE Management Committees and community awareness on ECCE

¹⁹ UNICEF supported activities

²⁰ VESP supported activity 2.1

Output 4: Training (pre-service and in-service) programs for teachers updated to meet quality standards

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A4.1	<i>Professional Development (PD) to Support New Curriculum²¹</i>	<i>Provincial Trainers development program</i>	<i>Induction Program for new PTs regards curriculum implementation</i>	<i>Induction Program for new PTs regards curriculum implementation</i>
		<i>Principals Training – Round 3 Instructional Leadership</i>	<i>New Principals Induction program</i>	<i>New Principals Induction program</i>
		<i>Teacher PD - class-based assessment</i>	<i>Round 4 Instructional Leadership PD for principals and SIOs.</i>	<i>Classroom Management: Behavior Management and managing groups/special needs</i>
		<i>Teacher PD - classroom management</i>	<i>Monitoring student Literacy and numeracy – training for teachers.</i>	<i>Planning a Teaching and Learning Program – Training for teachers</i>
		<i>Teacher PD - Language Transition Year 2-3</i>	<i>Language Transition PD - Ademap Lanwis</i>	<i>Language Transition PD – Ademap Lanwis</i>
		<i>Professional Development Program 2017-18 Evaluation</i>	<i>Training of Provincial Trainers (PTs) specialist staff. Ensuring Quality of Literacy, Numeracy, In-service programs in Provincial PD.</i>	<i>Training of Provincial Trainers (PTs) specialist staff</i>
			<i>Collaborative development (ISU and pre-service) of External Studies materials.</i>	<i>Collaborative development (ISU and pre-service) of External Studies materials.</i>
			<i>Evaluation of 2018-9 PD program</i>	<i>Evaluation of 2019-20 PD program</i>
			<i>Monitoring student numeracy development – training for teachers</i>	
	Development of TVET teachers program VITE	Implementation of TVET program at VITE		
A4.2	<i>VITE Institutional Strengthening²²</i>	<i>External study program development (primary teacher upgrade strategy)</i>	<i>Write all revised Primary Bachelor Courses Year 2 and commence Year 3</i> <i>Ongoing development of External study courses</i> <i>Course delivery - External</i> <i>Additional high performing teachers join secondment program.</i> <i>Delivery of some of the External course in multi modal form</i>	<i>Continue delivery of external study courses</i> <i>Delivery of some of the External course in multi modal form</i> <i>Revised High performing teachers' secondment program continued</i> <i>Upgrade qualifications of lecturers (10)</i> <i>Review delivery Year 1 Bachelor course</i>

²¹ VESP supported activity 1.3

²² VESP supported activity 1.4

			<i>High performing teachers' secondment program continued with an evaluation Upgrade qualifications of lecturers (15)</i>	<i>Evaluation (2) External course.</i>
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Output 5: New curriculum implemented

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A5.1	<i>Curriculum Implementation</i>	<i>ECCE Curriculum Implementation and Monitoring Year 1-3 curriculum implementation monitoring</i>	<i>ECCE Curriculum Implementation and Monitoring Years 4-6 Curriculum Implementation</i>	<i>ECCE Curriculum Implementation and Monitoring Year 7-10 support materials developed</i>
		<i>Year 4 Teacher Guides distribution and trialing</i>	<i>Literacy Strategy Support Materials Years 1-6 identified for development including: (i) Digital books for Years 1-3 and (ii) iPad Trial (literacy and numeracy)</i>	<i>Review Assessment and Reporting Policy and National Language Policy</i>
		<i>Year 4 classroom teaching materials production</i>	<i>Years 4-6 Text books developed</i>	<i>iPad Trial – Literacy and Numeracy</i>
		<i>Digital Learning Materials – concept development</i>	<i>Year 7-10 Syllabus developed</i>	<i>Digital books project expanded</i>
		<i>National Literacy Strategy – background research</i>	<i>Year 7-10 text books to support syllabus scoped</i>	<i>Curriculum Implementation monitoring</i>
			<i>Provincial monitoring of Curriculum Implementation in school trial</i>	
		<i>Implementation of Year 11</i>	<i>Implementation VSSC</i>	<i>Implementation VFSC</i>
A5.2	<i>Assessment, Reporting and Monitoring²³</i>	<i>Class based assessment materials Year 1-4</i>	<i>Making Consistent Judgments Support materials developed</i>	<i>Provincial moderation events Years 2, 4 and 6</i>
		<i>Moderation pilot Year 2</i>	<i>Class based assessment strengthened and common assessment tasks developed</i>	<i>VANSTA Review and strategic response developed</i>
		<i>Reporting template and common grading scale (trial)</i>	<i>Annotated work samples to illustrate the standards developed</i>	<i>Review of grading scale and school reporting</i>
		<i>VANSTA 2017 analysis, feedback and system response</i>	<i>VANSTA administered</i>	
		<i>Develop new VSSC Assessment and Reporting system</i>	<i>Implementation new VSSC assessment & reporting Develop new VFSC Assessment and Reporting system</i>	<i>Implementation new VFSC Assessment and Reporting system</i>

²³ VESP supported activity 1.5

		<u>Develop/ Trial/ Finalize Assessment Resource Tool for Teaching and Learning (ARTTLe) Yrs. 3/5/7</u>	<u>Implementation Assessment Resource Tool for Teaching and Learning (ARTTLe) Yrs. 3/5/8</u>	
		<u>Review of Yr.10 Assessment</u>	<u>Implementation of Yr. 10 Assessment</u>	
A5.3	<u>Language Policy Implementation²⁴</u>	<u>Language Transition Year 4-6 development and trialing</u>	<u>Language Transition Monitoring Tool Developed</u>	<u>Transition Review</u>
		<u>Bislama dictionary for primary schools distribution.</u>	<u>Implementation of Years 4-6 Language Transition</u>	<u>Transition case studies</u>
			<u>Digital vernacular materials trial</u>	<u>Expansion digital reading materials project</u>

Output 6: SIPs and grants are monitored by provincial school improvement officers, inspectorates and auditors

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A6.1	Implement Basic and Secondary Education Policies	Approve the Basic and Secondary Policies	Harmonize Minimum Quality Standards (Schools, Principals and Teachers) to be applicable to all school levels (EDS)	MQS data collected for primary and secondary schools
		Development of Basic Education implementation plan (EDS)	MQS data collected for primary and secondary schools	
		Harmonize Minimum Quality Standards (Schools, Principals and Teachers) to be applicable to all school levels (EDS)	Harmonize School Improvement Plan to all school levels	
		MQS data collected for primary and secondary schools	Strengthen MQS data collected for primary and secondary schools	
		Harmonize School Improvement Plan to all school levels	Roll out School Improvement Plan to all school levels	

Output 7: Scholarship support is provided to students to have access to accredit training within a tertiary and higher education framework

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A7.1	Implementation of the Post School Education and Training Policy 2016-2020	Development and implementation of the Scholarship Policy	Award scholarships in line with Vanuatu Government Scholarships Priority Framework	Award scholarships in line with Vanuatu Government Scholarships Priority Framework
		Award scholarships in line with Vanuatu Government Scholarships Priority Framework		Review scholarship funding policy options (loan, private public funding,

²⁴ VESP supported activity 1.2

				etc.) to reduce the gap between demand and supply
		Support TVET institutions to meet standards (VQA, TED)	MoET to support TVET institutions to meet standards	Support TVET institutions to meet standards (include VQA)
		Establishment of an higher education framework(TED)	Implementation of the higher education framework (TED)	Implementation of the higher education framework (TED)
		Conduct a study to establish a National Bilingual University (TED)	Conduct a study to establish a National Bilingual University (TED)	

Output 8: Strengthened performance management systems (reporting against plans and standards), at all institutional levels, including appraisal of managers, principals, teachers, staff

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 2018	SUB ACTIVITY (Proposed) - 2019	SUB ACTIVITY (Proposed) - 2020
A8.1	Education Management systems implemented	Review relevant Education Acts to accommodate identified needs	Review relevant Education Acts to accommodate identified needs	Review relevant Education Acts to accommodate identified needs
		All education standards and policies documents disseminated in all schools for staff and communities	All education standards and policies documents disseminated in all schools for staff and	All education standards and policies documents disseminated in all schools for staff and
		Awareness & implementation of Education Authority and schools registration policy	Implementation of schools registration policy (PPD, EDS)	Awareness of schools registration policy (PPD, EDS)
		Qualifications and Professional Development data regularly maintained to all PSC staff	Qualifications and Professional Development inserted in Open VEMIS for all PSC and TSC staff	Qualifications and Professional Development inserted in Open VEMIS for all PSC and TSC staff
		Performance appraisals conducted for PSC staff	Performance appraisals maintained for PSC staff (HRM) and teachers (TSC)	Performance appraisals maintained for PSC staff (HRM) and teachers (TSC)
		Design a performance appraisal system for teachers	Implement the performance system for teachers	Implement the performance system for teachers
		Reports of compliance regularly produced for all schools and MoET	Reports of compliance regularly produced for all schools and MoET	Reports of compliance regularly produced for all schools and MoET
		Promote, develop and implement OPEN VEMIS in all levels of Education (ECCE, Primary, Secondary, PSET) and to all stakeholders	OPEN VEMIS in all levels of Education (ECCE, Primary, Secondary, PSET) and to all stakeholders Provide access to OPEN VEMIS for all levels of Education (ECCE, Primary, Secondary, PSET)	Provide access to OPEN VEMIS for all levels of Education (ECCE, Primary, Secondary, PSET)

	Annual Plan budget and reporting cycle is implemented at central, provincial and school level	Annual Plan budget and reporting cycle is implemented at central, provincial and school level	Annual Plan budget and reporting cycle is implemented at central, provincial and school level
	Establish and strengthened Research coordination	Strengthening the Research function	Strengthening the Research function
	Facilities standards approved and implemented	Implementation of facilities standards	Implementation of facilities standards
	Implementation of the teachers codes of ethics	Strengthen the implementation of the teachers codes of ethics	
	<u>Coordinate the education sector analysis and development of new education sector plan (GPE Initiative)</u> ²⁵	<u>Implementation of the education sector plan (VETSS 2019 – 2030)</u>	<u>Implementation of the education sector plan (VETSS 2019 – 2030)</u>
	Production of Statistical report	Production of Statistical report	Production of Statistical report
	Ministerial Visits to schools	Ministerial Visits to schools	
	Ministerial Conferences	Ministerial Conferences	
	Overall Ministerial Support to key activities	Overall Ministerial Support to key activities	

Output 9: Provincial management to support service delivery at school level

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 18	SUB ACTIVITY (Proposed) - 19	SUB ACTIVITY (Proposed) - 20
A9.1	<u>Devolved education service delivery to schools</u> ²⁶	<u>Inspectors induction, training and monitoring program</u> <u>Provincial Management Teams capacity development</u>	<u>Rollout Teacher upgrade strategy to two additional provinces</u> <u>Teacher Postings and Recruitment Policy, and School Leadership Selection Policy devolved to Provinces via training and implementation</u> <u>Training in Provinces and Schools re Policy of Teacher Discipline, Complaints and Appeals</u> <u>Training in HR management in schools and Provinces</u> <u>TSC planning 3-year renewal of teacher registration (due in 2020)</u> <u>Implement training in schools and provinces in use of HR Manual</u>	<u>Teacher upgrade strategy expanded to three provinces</u> <u>Ongoing support and training in Provinces and schools for HR policies</u> <u>Continue implementation of strategy to expand school support network and practices</u>

²⁵ UNICEF supported activity

²⁶ VESP supported activity

		<u>Evaluation of School Support Centre Trial</u>	<u>Support operational effectiveness of SIU/SICU teams</u> <u>Coach provinces in managing devolution</u> <u>Review inspectors operational work practices and reporting in provinces – refine reporting</u> <u>Prepare annual provincial school compliance assessment and inspection plans</u> <u>Develop long strategy for school support – multiple modes/models.</u> <u>Long term rolling strategy for school support and commence implementation by SIOs</u>	<u>Monitor effectiveness of school inspectors services to schools, refine practices</u>
		<u>Teacher Management Unit capacity development</u>	<u>Devolve workforce planning and reporting practice with provinces</u> <u>Devolve management of teacher staffing to provincial Teacher Management (TM) teams</u> <u>Implement ESD devolution selected provinces</u>	<u>Support TM by provinces and schools</u>
		<u>Teaching Service Commission capacity development</u>	<u>Implement FAD devolution selected provinces</u> <u>HRM and TMU files management practices rollout to provinces from Feb 2019.</u>	<u>Implement ESD devolution selected provinces</u>
A9.2	<u>Evidenced based policy and planning</u> ²⁷	<u>Program initiative monitoring and evaluation</u>	<u>Implementation of school rationalization program continues.</u> <u>School rationalization continues in line with NSIDP.</u> <u>Monitoring and evaluation of NSIDP in selected provinces continues</u>	<u>School rationalization completed</u> <u>School rationalization program is completed.</u>
		<u>MoET Management capacity development – planning, M&E</u>	<u>Improve links between policy implementation, costing with planning and budget cycle</u> <u>Support the proposed revised Strategic Planning process (2019).</u>	<u>Monitoring and evaluation of NSIDP in selected provinces continues</u>
		<u>National School Development Plan consultative process</u>	<u>Data Collection on Qualifications of teachers</u> <u>Data Collection on Professional Development of teachers</u>	

²⁷ VESP supported activity

			<i>Design a plan to consider different modalities of courses to be used in upgrading of qualifications of uncertified and unqualified teachers</i>	
		<i>National Teacher Development Plan consultative process</i>		
		<i>Open VEMIS training and roll-out to schools</i>	<i>Continue ongoing Open VEMIS training and rolling out to schools with Internet. Ongoing development of OV reports, manuals and tools for policies that impact on school management. Student level log on and enhanced assessment support. Build up or scale back offline modules depending in Internet penetration and demand for offline modules. Decommission Management Web Site. Communication for devolution implemented.</i>	<i>Continue ongoing Open VEMIS training and rolling out to schools with Internet. Ongoing development of OV reports, manuals and tools for policies that impact on school management.</i>

Output 10: School leadership to support improved learning in classrooms

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 18	SUB ACTIVITY (Proposed) - 19	SUB ACTIVITY (Proposed) - 20
A10.1	<i>School Leaders Program</i> ²⁸	<i>Principals induction and leadership (SIP) training program (in Penama and Malampa Province)</i>	<i>Principals induction and leadership (SIP) training program (to all provinces)</i>	<i>Evaluation and review of the leadership training program</i>
		<i>SIOs induction, training and school liaison program</i>	<i>Consolidation and further professional development for the SIO's</i>	<i>Consolidation and further professional development for the SIO's</i>
		<i>SIP Monitoring and re-development (Penama and Malampa)</i>	<i>SIP Monitoring and re-development (to all provinces)</i>	<i>Evaluation and review of SIP</i>
		<i>School Support Centre Trial (Malampa and Tafea)</i>	<i>Evaluation or review of the school support centers with potential new school support centers established</i>	<i>Potential new support centers established</i>

²⁸ VESP supported activity 3.1

Output 11: Community engagement to support improved quality, access and participation in schooling

No	KEY ACTIVITY	SUB ACTIVITY (Proposed) - 18	SUB ACTIVITY (Proposed) - 19	SUB ACTIVITY (Proposed) - 20
A11.1	<u>School Leaders Program</u> ²⁹	<u>Inclusion case study and community awareness package</u>	<u>Roll out community awareness package to schools</u>	<u>Roll out community awareness package to schools</u>
		<u>Key policy awareness for school support personnel (Inclusive Education, Child Safeguarding, GBV Prevention)</u>	<u>Training teachers, educators in child protection and gender base violence prevention module</u> <u>Training for MOET enablers (SIO's/PEO's/Inspectors) in inclusive education package</u>	<u>Training teachers, educators in child protection and gender base violence prevention module</u> <u>Training for teachers in inclusive education package</u>
		<u>Early Learning Advocacy Campaign (ELAC)</u>	<u>Roll out of the ELAC to other provinces</u>	<u>Continue the roll out of the ELAC to other provinces</u>
		<u>School/community partnerships in Tanna schools</u>		
A.11.2	Development and implementation of a MoET communication plan	Establish governance Bodies (NEAC, PEBs, EAs, SC) and LEG supported by MoET	Provide regular communication with community members participating in governance bodies	Provide regular communication with community members participating in governance bodies
		Keep an updated registry of all members of education governance bodies		

²⁹ VESP supported activity 3.1