

MINISTRY OF EDUCATION AND TRAINING

2021 ANNUAL REPORT



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2021 Annual Report

Ministry of Education and Training (MoET), Vanuatu

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Acronyms

ADP	Asia Development Bank
CAT	Common Assessment Task
CDU	Curriculum Development Unit
CEO	Chief Executive Officer

COM	Council of Ministers
DFAT	Department of Foreign Affairs and Trade – Government of Australia
DG	Director General
DoFT	Department of Finance and Treasury
DSPPAC	Department of Strategic Policy Planning and Aid Coordination
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EOC	Emergency Operation Centre
GGP	Grant Assistance for Grassroots Project – Government of Japan
GPE	Global Partnership for Education
HRMU	Human Resource Management Unit
IE	Inclusive Education
JICA	Japan International Cooperation Agency
LLN	Language, Literacy & Numeracy
MEO	Mobile ECCE Officers
MFAT	Ministry of Foreign Affairs and Trade – Government of New Zealand
MoA / U	Memorandum of Agreement / Understanding
MoET	Ministry of Education and Training
MoH	Ministry of Health
NDMO	National Disaster Management Office
NHRDP	National Human Resource Development Plan
NPP	New Policy Proposal
NSIDP	National School Infrastructure Development Plan
NSDP	National Sustainable Development Plan
NUV	National University of Vanuatu
OBA/R	Outcome Based Assessment and Reporting
OV / Open VEMIS	Open Vanuatu Education Management Information System
PDNA	Post Disaster Needs Assessment
PS	Primary School
PSC	Public Service Commission
PSET	Post School Education and Training
PSS	Psycho Social Support
PSSMH	Psycho Social Support & Mental Health
QMS	Quality Management System
SIO	School Improvement Officer
SIP	School Improvement Plan
TC Harold / Pam	Tropical Cyclone Harold / Pam
TSC	Teaching Service Commission
TVET	Technical and Vocational Education and Training
UNDP	United Nation Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
USP	University of the South Pacific
VESP	Vanuatu Education Support Program
VET	Vocational Education and Training
VETSS	Vanuatu Education and Training Sector Strategy
VIT	Vanuatu Institute of Technology
VITE	Vanuatu Institute of Teacher Education (School of Education)
VNPF’s MESS	Vanuatu National Provident Fund’s Members Education Support Scheme
VQA	Vanuatu Qualifications Authority
WASH	Water, Sanitation and Hygiene
Wins	WASH in Schools

1. Foreword from the Director General

Dear Honourable Minister,

I have the honour in submitting to you the 2021 Annual Report of the Ministry of Education and Training (MoET).

This report has been prepared in accordance with the guidelines for the preparation of Annual Reports referred to under Subsection 20(1)(h) of the *Public Service Act of 1998* and is in accordance with guidelines referred to in that Subsection, and related documents issued by the Public Service Commission.

The year 2021 was still a challenging year for the Ministry of Education and Training, as well as the whole public and private sector at large. Since the COVID-19 was announced as a global pandemic in late March 2020, it has caused huge disruption to the implementation of the Ministry’s 2020 -2021 Business Plan. Many adjustments and adaption made in order to accommodate the challenges faced and to make sure to enable education and training services continuity to the children, including the youth and adult population of the country.

It is worthwhile to note the main issues encountered by the Ministry in 2021, the measures taken to mitigate the issues and ways forward for the coming year. These are highlighted in the table below:

Main issues of 2020	Progress made	Ways forward
<p>COVID-19 pandemic – an initial lockdown led to closure of schools (ECCE, Primary, Secondary & PSET) for a period of one month.</p>	<ul style="list-style-type: none"> • Home School Package is developed for ECCE to year 10 through the support of UNICEF. • A school grant has been given to support all Gov & Non-Govern. assisted primary schools through the support of Global Partnership for Education (GPE) 	<ul style="list-style-type: none"> • Continuity of production to accommodate the senior level needed and also to have it set out for the three terms. • Continue to strengthen the ties between MoET & GPE for future support.
<p>TC Harold - devastated the Sanma province and the island of Pentecost in Penama province: schools (ECCE, Primary, secondary & PSET) were damaged / destroyed.</p>	<ul style="list-style-type: none"> • Currently DFAT, MFAT & GPE are the three donor partners, which over assistance (Funds) towards damage classrooms and damage Teaching & learning Materials. Over 15 schools which are badly damage have already been allocated fund for. 	<ul style="list-style-type: none"> • Strengthen communications between MoET, other line ministries (e.g., NDMO, MoH...) and development partners for effective and efficient responses to school communities after disasters. Collaborate with the DSPPAC at the Prime Minister’s Office to prioritize MoET’s TC Harold needs based on the PDNA report; • Continue to produce project profiles for the identified needs; and Implementation of the TC Harold recovery project to schools.

<p>Management of teachers – lack of proper tools to administer & manage the number of recruits needed</p>	<ul style="list-style-type: none"> • The Teaching Service Commission (TSC) has launched and is implementing the Teacher Registration and Licensing Policy • Transfer of Teacher Management Unit and its functions to TSC to improve the management of teachers at TSC. 	<ul style="list-style-type: none"> • Provide support towards implementation of the Teacher Registration and Licensing Policy • Better use of Open VEMIS to manage teacher recruitment & placement based on needs. • Improved collaborations between TSC, Tertiary and Higher Education Directorate and Vanuatu Institute of Teacher Education (VITE) in training and recruiting teachers based on identified needs.
<p>Resource constraints (human and finances) – staff shortfall and turnover are a critical challenge because it hinders the progress of planned activities. This is linked with the budget constraints of the Ministry.</p>	<ul style="list-style-type: none"> • MoET's Human Resource Management Unit (HRMU) collaborated with Vanuatu Institute of Public Administration and Management (VIPAM) to secure the services of graduates under the Internship program. Graduate-Interns are employed on contract bases. • Strengthened and increased Collaboration with development partners who provided both financial and technical support to the MoET in implementing its programs of 2020. 	<ul style="list-style-type: none"> • MoET, through its HRMU and respective Directorates to recruit qualified officers to occupy critical positions in the approved MoET organogram. New recruitments to be made pursuant to the Public Service Commission's (PSC) official processes. • Continue to foster partnerships with development partners so they can provide the much-needed support to the MoET in its upcoming plans and programs of 2021.

Despite of these notable challenges, the Ministry with the direction of the Hon. Minister and the senior management team has been able to navigate through them. Experiences encountered through these tough periods have been seen as a stepping stone to adopt, adapt and create better practices and management method for the betterment of the education and training sector.

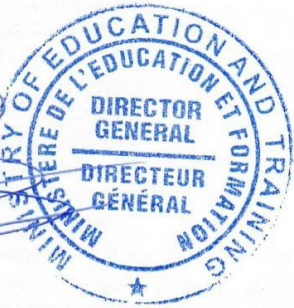

It is also important to highlight the fact that much of the work accomplished in 2021 has been due to the prolific partnership and support from DFAT, MFAT, France, Japan, China, UNESCO, UNICEF, the European Union, the ADB and the World Bank. Much of their support has been in a form of budget support that goes towards specific activities for the MoET.

Having said these may I also take this opportunity to also thank the team of people who have worked tirelessly in addressing these issues and realizing the changes and achievements that have taken place in 2021. First of all, to yourself as the Hon. Minister responsible, for not only rendering me your full support, but particularly for the level of wisdom expended in navigating these 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. The Directors and the Principal Education Officers (PEOs), all School Principals, the CEO of the VQA, the Secretary to the TSC, the Provincial Education Officers and all senior and junior staff that have all contributed in their very unique ways in realizing these positive changes.

Honourable Minister, as you are fully aware, the Ministry of Education and training is currently going through major adjustments and I strongly believe that as these unfold, they will be of significant benefit, not only to the school children of Vanuatu but also the youth and adult population at large in years to come.

Yours Sincerely,



Iati Bergmans
Director General, Ministry of Education and Training

2. Corporate Structure

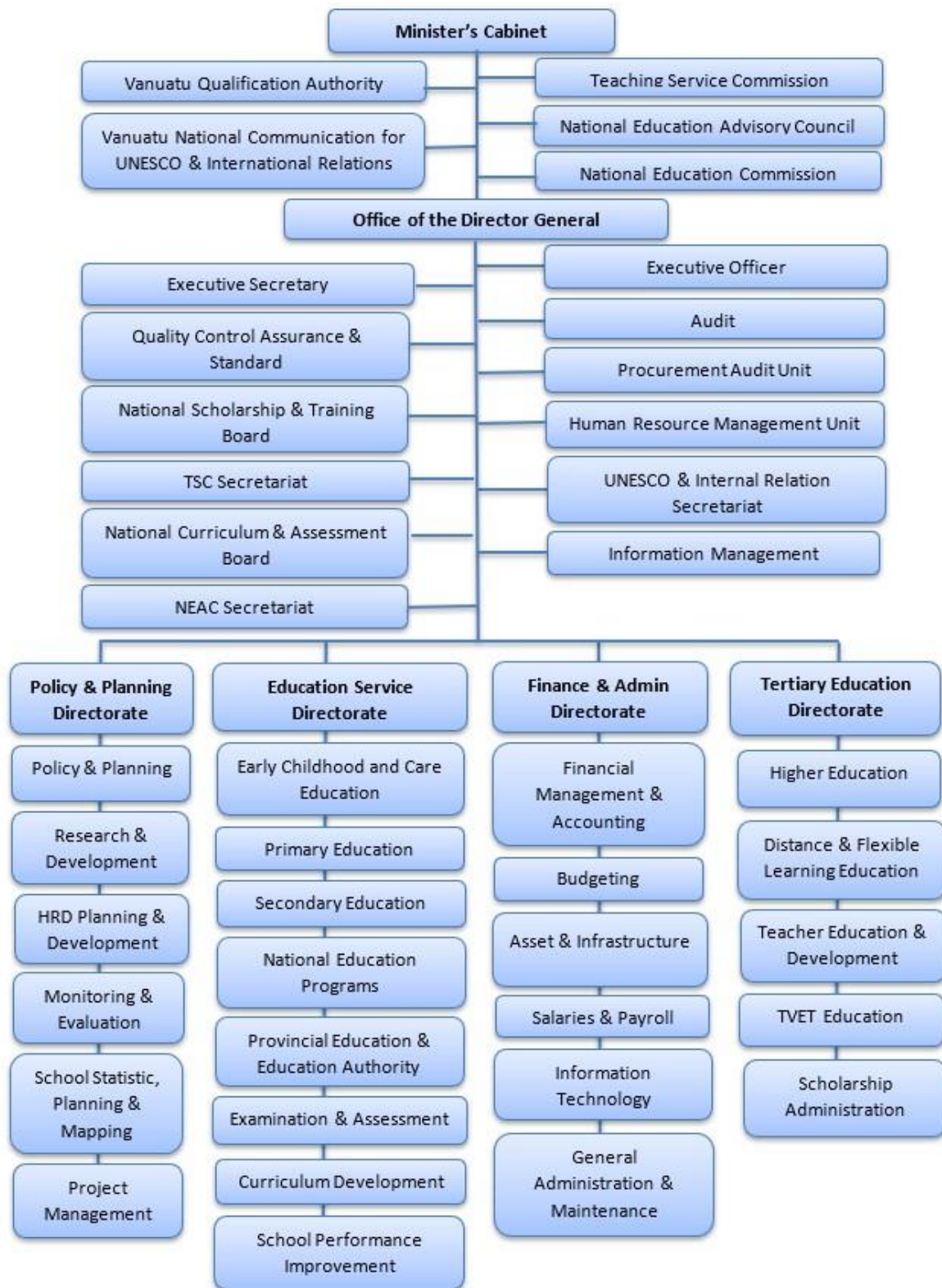
Until 2006, the MoE's organizational structure had 5 Director Positions (Policy & Planning, Primary Education, Secondary Technical & Further Education, Administrative Services, and Vanuatu Institute of Education). In 2007, a review of the MoE organization structure was made and the 5 Director positions were reduced to 2.

The 2 Directors were responsible for the 2 Divisions, (particularly the Division of Corporate Services and the Division of Education Services). However, the importance of having a Planning Directorate in an organization led to a later review to the structure in 2009 saw the inclusion of one more Director Position which brings the total directorate positions in the MoE structure to 3 (Director of Administration and Finance, Director of policy and planning and the Director of Education Services).

In 2014 another amendment was made in the organizational structure to cater for the new directorate position looking after all tertiary education outlets which includes a new function (TVET & Training) which previously was a function under the Ministry of Youth & Sports.

Find below is the copy of the approved 2014 MoET organizational structure. The consultation and reviewing of the MoET structure are underway. It is expected that the current review of the MoET structure will provide a better platform to ensure that, there are better alignment of the structure and the functions outlined in the revised Education legislations, to better address the current MoET policies and the MoET priorities, as outlined in the Education and training sector plans.

Figure 1: Amended Organizational Structure of 2014



3. Corporate Overview

Vision

Our vision is for a quality caring education and training system which provides every person with 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 a quality, student-centred education that is accessible, relevant, sustainable, inclusive, and responsive, to guarantee every person:

- A quality, equitable, 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, equitable opportunities for secondary, technical, tertiary and higher education;
- A strong relationship with parents and communities to encourage them to participate and engage with schools, and to support children's education and learning at home as well as at school;
- A well-managed, equitable 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.
- Well-qualified and trained teachers and trainers' cohort for all levels of education
- A well-coordinated disaster readiness plan to assure continuity of education in case of natural disaster(s)
- A healthy, safe, equitable and nurturing learning environment, which helps the diversity in students' learning styles.

Values

- Students and schools first
- Transparency, fairness, equity, and respect
- Professionalism and accountability, focused on results and good performance
- Grounded in the best of Ni-Vanuatu culture and open to the knowledge of the world
- A team / family / community approach

Objectives (Goal or Aims)

The Ministry of Education and Training has three major objectives:

- To increase equitable access to education for all people at all levels of education in Vanuatu
- Improve the quality of education
- Improve and strengthen the management of the education system.

4. Key Achievements against the Corporate Plan 2018-2020

Objectives

In implementing its 2021 Business Plan, the Ministry of Education and Training has made strides towards achieving the outputs, key activities and ultimately the objectives outlined in its Corporate Plan: 2018 – 2020. These key achievements are highlighted in table 1.

Table 1: Key Achievements by Corporate Plan Objectives, 2021

Corporate Plan Objectives (Access)	Key Achievements of 2021
Access – To increase equitable access to education for children and young people in Vanuatu	<ul style="list-style-type: none"> • An overall total of 99,363 students enrolled in schools (Govt., Non-Govt. assisted and private ECCE, Primary & Secondary) during the 2021 academic year. • School grants – tranche 1, 2 & 3 paid to schools – Govt. & Non-Govt. Assisted schools: <ul style="list-style-type: none"> ○ 336 ECCE received ECCE school grants which benefit children age 4 & 5- ○ 402 primary schools received primary school grants that benefited children in years 1-6. ○ 129 secondary schools received secondary school grants and tuition fee subsidy that benefited students in Years 7 -14. • VIT, VITE and VNU also receive grant • school grant support during the COVID 19 crises <ul style="list-style-type: none"> ○ Global Partnership for Education (GPE) has support all primary schools (Govern & Gov. assisted) with a grant of 393vt per student with a total of 21, 033,044vt. Included Teaching and learning Materials (TLM's) for damage schools during TC Harold. ○ Vanuatu Australia School Community Grant for all primary schools (Gov. & Gov. Assisted). 5780vt per student with a total of 310,767,480vt • New project development in provinces; <ul style="list-style-type: none"> ○ 22 classrooms are built and complete in Santo ○ 6 classrooms, 2 teacher's house and 1 dining hall in Malampa. ○ 38 classrooms, 4 teachers house and 1 ablution in Shefa. ○ 6 classrooms, 2 teachers house, 2 dormitories, 2 ablution. 1 library and 1 admin are built in Tafea. • WASH Program was roll out for Sanma and Malampa Province • In implementing its Education Authority and School Registration Policy, the MoET has registered a total of; <ul style="list-style-type: none"> ○ 192 ECCE centers are approved in Tafea, Malampa and Torba. ○ 3 new secondary schools are approved ○ 4 schools with approve year levels.
Corporate Plan Objectives (Quality)	Key Achievements of 2021
Quality – Improve the quality of education in Vanuatu	<ul style="list-style-type: none"> • 851 new scholarship awardees of 2020 – sponsored by Vanuatu Government; VNPF Scholarship Scheme; New Zealand Government; Australian Aid; & France Government • 308 students enrolled at the National University of Vanuatu (179 male & 129 female students) • A total of 153 student are enroll in the School of Education (48 male students and 105 females) • 115 students enrolled in AUF (Agence University de la Francophonie) 43 male and 72 female students • 1,145 students are enrolled in all registered PSET providers with accredited courses.

	<ul style="list-style-type: none"> Teaching and Learning Materials (TLM's) for the damage ECCE center's by TC Harold are being re- printed and distributed to Selected center's in Santo and Pentecost. Home School Package are developed for all primary schools. HSP is funded by UNICEF with support from Global Partnership for education (GPE) under the COVID 19 project.
	<ul style="list-style-type: none"> Training of Senior Secondary Teachers on the Year 12 & 13 Syllabus in provinces completed The Awareness of the Harmonized Minimum Quality Standards has been conducted for all principals <ul style="list-style-type: none"> 100% of principal (Primary & Secondary) has attend leadership training
	<ul style="list-style-type: none"> Curriculum implementation monitoring tool with the new MQS is developed Review of 7ear 7 syllabus is complete Review of year 11 – 13 syllabus is complete <ul style="list-style-type: none"> VANSTA Report has been produce for year 4 and 6 students
	<ul style="list-style-type: none"> Development and implementation of Internal and External Assessments for Years 10, 12, and 13 (excluding Yr. 13 Anglophone) students: <ul style="list-style-type: none"> A total of 1572 male and 1,628 female students sat the National Junior Secondary Schools Examination (Year 10) in 2021 695 male and 1,004 female students were placed in Year 11 for the 2022 academic calendar 795 male and 1,186 female students sat the Year 12 Examination in 2021 o from the total students who sat the exams, 635 male and 1,047 female students were placed in Year 13 for the 2022 academic calendar
	<ul style="list-style-type: none"> Produced quarterly (Q1, 2, 3 & 4) progress reports against the 2021 Business Plan of the ministry; annual Development Report is produced.

Corporate Plan Objectives (management)	Key Achievements of 2021
Management – Improve the management of the education system in Vanuatu	<ul style="list-style-type: none"> 62 schools are audited and reported according to financial management A MOA between MoET and MFAT signed on the 11th October 2021 being for <ul style="list-style-type: none"> Support to Education Recovery in Vanuatu toward tropical Cyclone Harold E-learning for Science in the Pacific being for Vanuatu PSC appointed 27 new employees under the MoET structure which to make sure there is continuity of work. 10 officers are from the provinces.
	<ul style="list-style-type: none"> 400 Teaching License approved by TSC Commission Board
	<ul style="list-style-type: none"> 44 school principals were appointed on a 4-year contract. This is to strengthen & improve management and administration of schools. Training of trainers on the classroom assessment and reporting workbook is delivered for all provinces.
	<ul style="list-style-type: none"> With the Implementation of the National University of Vanuatu (NUV) Act No.34 of 2019 – Vanuatu Teachers college (VITE) was establish as the School of Education (SoE) under the faculty of Arts within the NUV.
	<ul style="list-style-type: none"> PEO Penama and Shefa were appointed to ensure management and administration of schools at the provinces with high student enrolment is strengthened and improved
	<ul style="list-style-type: none"> The ongoing dissemination of Up-to-Date information and awareness to stakeholders and staff regarding education and training programs/activities, made through media (social media, radio, television...)
	<ul style="list-style-type: none"> MoET Annual Development Report (ADR) is produce to support the review of the NSDP.

5. Overall progress of activities against key outputs of the Corporate Plan 2018-20220

The Ministry of Education and Training with the support of the Vanuatu Education Support Program (VESP), including support from other development partners have been implementing a lot of activities in 2021. The table beneath sums up the overall progress made against the key out-puts of the MoET Corporate Plan: 2018-2020. (Note that the progress beneath is structured according to both the MoET and VESP’s theory of change & reporting to include reporting on progress of activities supported by both the MoET recurrent budget and VESP II Plan).

Table 2: Summary of Progress of Activities against Key Outputs of the Corporate Plan: 2018-2021

Output 1: All School age children in K1 – Yr. 10 attend school		
Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
¹ Improve school funding processes	<ul style="list-style-type: none"> • 62 school for Tafea, Penama, Torba, Sanma and Shefa are being audited. The reports are being send back to the schools including the Audit management letter to schools that are identified with minor financial issues. • Grant code have been reviewed approve • Awareness on the revised Grant Code is conducted with all government and non-government assisted schools and PSET providers. • A Signed MoU between the Government and the National Bank of Vanuatu has been signed for schools to bank accounts <ul style="list-style-type: none"> ○ School grants – tranche 1, 2 & 3 paid to schools – Govt. & Non-Govt. Assisted schools: ○ 336 ECCE received ECCE school grants which benefit children age 4 & 5 ○ 402 primary schools received primary school grants that benefited children in years 1-6. ○ 129 secondary schools received secondary school grants and tuition fee subsidy that benefited students in Years 7 -14. • School grant support during the COVID 19 crises <ul style="list-style-type: none"> ○ Global Partnership for Education (GPE) has support all primary schools (Govern & Govern. assisted) with a grant of 393vt per student with a total of 21, 033,044vt. ○ Vanuatu Australia School Community Grant for all primary schools (Govern. & Govern. Assisted). 5780vt per student with a total of 310,767,480vt 	<ul style="list-style-type: none"> • Finance Unit/SBM must provide refresher training on Financial Management for all Principal. • Review of school financial management manual • Provincial Finance Officers to conduct more awareness to schools. • Continuation of school grants and tuition fee subsidy program for all levels of education and training • MoET to continue to update compliance to school grant criteria for ineligible schools. • Improve monitoring and reporting of the school grants and tuition fee subsidy program for all levels of education and training

¹Progress to the key activity is extracted from 2021 Quarter 4 report.

	<ul style="list-style-type: none"> • 100% of registered government and non-government assisted schools and training providers use National Bank of Vanuatu for banking purposes by January, April and July 2021 • Report on compliance with school grant criteria by government and non-government assisted schools and training providers is completed 	
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Output 2: Infrastructure planning to support quality facilities and improved inclusive safety access to learning

Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
² School Construction Program – DFAT & MFAT Ambae Recovery to Santo Schools	<ul style="list-style-type: none"> • There are total of 29 school Infrastructure reconstruction projects are ongoing using DFAT funding for TC Harold Emergency and Early Recovery Fund: 376,497,653 vatu. <ul style="list-style-type: none"> • New classrooms = 22 • Admin and Office = 4 (smaller version for small enrolment schools which is built with double classrooms) • Refit classrooms and repair = 2 • Dormitories = 2 plus 1 pending further investigation • Ablutions = 2 • Water shield toilets = 6 • Water tanks= 4 • Water pump = 1 • There are a total of 23 school building facilities which will be constructed using MFAT TC Harold Recovery School Project with an amount of: 231,000,000 vatu. <ul style="list-style-type: none"> • New classrooms = 19 • Renovate classrooms = 4 • Admin and Office = 2 (smaller version for small enrolment schools which is built with double classrooms) 	<ul style="list-style-type: none"> • With the projects, most will be complete within a two-year period since there are shortage of materials with the COVID 19 crises. Therefore, donors must be flexible with the completion dates • Regular monitoring to the project site should happened.

Output 3: ECCE strengthened to support early years learning

Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
	<ul style="list-style-type: none"> • 50 MQS report for Shefa ECCE centre's is uploaded to Open VEMIS <ul style="list-style-type: none"> ○ 15 MQS report for Malampa 	<ul style="list-style-type: none"> • Registration process for ECCE Centre's is currently undertaken. Awareness on the

² Progress to the key activity is extracted from 2021 Quarter 4 report.

³ ECCE Policy Implementation	<ul style="list-style-type: none"> ○ 12 MQS report for Torba ○ 23 MQS report for Penama 	<p>process are still going on and registration forms are being submitted.</p>
	<ul style="list-style-type: none"> • Review of the ECCE grant policy to accommodate grant support to ECCE centre's is completed 	<ul style="list-style-type: none"> • There are limited human resources under the ECCE unit to facilitate teacher's information process to TSC. Therefore, recruitments are very slow.
	<ul style="list-style-type: none"> • The ECCE Committee training package were delivered only to newly elected ECCE committees identified in provinces below <ul style="list-style-type: none"> ○ Malampa 5 committees ○ Torba 3 committees ○ Penama 4 committees 	<ul style="list-style-type: none"> • Ongoing annual contract with limited human resources is a huge task that needs time, efforts, commitments and additional human resource support
	<p>192 ECCE centres are approved in Tafea, Malampa and Torba</p>	<ul style="list-style-type: none"> • The registration is ongoing
	<ul style="list-style-type: none"> • 336 ECCE received ECCE school grants which benefit children age 4 & 5 	<ul style="list-style-type: none"> • Complete
	<ul style="list-style-type: none"> • 875 newly appointed ECCE teachers to support, manage and provide a quality learning to the children. <ul style="list-style-type: none"> ○ Torba- 51 teachers ○ Sanma- 220 teachers ○ Malampa- 143 teachers ○ Penama-129 teachers ○ Shefa- 181 teachers ○ Tafea- 151 teachers 	<ul style="list-style-type: none"> • Teachers with minim qualification can be recommended to probation, so the number of contract teachers can be reduced.
	<ul style="list-style-type: none"> • Between August and September, the ECCE Unit and VESP delivered two 5-day training-of-trainers (ToT) workshops on the new curriculum to MEOs in Penama (1 workshop, 7 participants) and Torba (1 workshop, 7 participants). A total of 14 MEOs (10 female, 4 male) participated in the workshops. The training focused on building their skills and confidence to deliver the new age 5 curriculum to ECCE teachers. 	
	<ul style="list-style-type: none"> • From October to November, the ECCE facilitators spent 3-days monitoring and providing on-site mentoring at two schools to observe two teachers (2 female) implement the Age 5 revised curriculum in their classrooms. A total of 7 students at Quatuaneala ECCE Centre (3 female, 4 male), and 11 students at Ambanga Child-Care (4 female, 7 male) were in the classroom. 	<ul style="list-style-type: none"> • VESP will support the MoET ECCE Unit to complete training for Malampa, Sanma and Tafea provinces in 2022. • VESP will assist the MoET ECCE Unit to develop the Age 4 curriculum.

³ Progress to this activity is derive from VESP 2 Six-month report (July -December 2021)

	<ul style="list-style-type: none"> Following the ToT in Torba, the MEOs carried out two simulation exercises with children from the community. One MEO (1 female) taught 16 age 5 children (9 female, 7 male) and another MEO (1 female) taught 26 Age 4 and Age 5 children (14 female, 12 male). 	
	<ul style="list-style-type: none"> From October to December, the ECCE Unit and VESP observed the MEO-to-teacher training in Penama and Torba province: <ul style="list-style-type: none"> Four MEOs (4 female) trained 44 ECCE teachers (44 female) in Penama. The ECCE Unit observed and provided mentoring assistance during the training conducted in Maewo (2 MEOs, 22 female teachers), and in Ambae (2 MEOs, 22 female teachers). Two MEOs (2 female) trained 20 ECCE teachers (18 female, 2 male). The teachers trialed their learning with six age 5 children (3 female, 3 male) from the community. Like in Penama province, the teachers performed well, and the students responded positively to the lessons. 	

Output 4: Training (pre-service and in-programs teachers updated to meet quality standards)		
Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
⁴ Professional Development (PD) to Support New Curriculum	<ul style="list-style-type: none"> About 131 SOI's and key principal and teachers have part of the training of the Introduction of the Class Based Assessments (CBA) there are 64 males & 67 females. The workshop is focus on the 'Introduction of the professional Learning Program and CBA and the reporting workbook. Participants by province; <ul style="list-style-type: none"> Malampa- 23 Penama-31 Sanma-24 Torba-8 Shefa-21 Tafea-24 	<ul style="list-style-type: none"> More training/ Workshop to be conducted to provincial officers in order to use the tool.
	<ul style="list-style-type: none"> Curriculum training and support to provincial officers is progressing well; <ul style="list-style-type: none"> Training of Senior Secondary Teachers on the Year 12 & 13 Syllabus in provinces completed Review of Year 11-13 syllabus (French) Selection of senior curriculum validation committee Development of Senior Curriculum Monitoring Tool 	

⁴ Progress to this activity is derive from VESP 2 Six-month report (July -December 2021)

	<ul style="list-style-type: none"> Development of Orientation framework for French-speaking Senior Syllabus 	
⁵ VITE Institutional Strengthening	<ul style="list-style-type: none"> With the Implementation of the National University of Vanuatu (NUV) Act No.34 of 2019 – Vanuatu Teachers college (VITE) was establish as the School of Education (SoE) under the faculty of Arts within the NUV. The National University of Vanuatu School of Education (NUV - SOE) offers the following as of 2020. There are 20 programs all together. The programs deliver at SOE are running parallel this means whatever program SOE runs in English, is also deliver in French. <ul style="list-style-type: none"> Certificate IV in Education (VET Teaching) Certificate IV in Education (Early Childhood Care Education Teaching - ECCT) Diploma in Education (In-Service Primary) Bachelor of Education (Primary Teaching) Bachelor of Education (Secondary Teaching). These are the combinations for different teaching subjects in the secondary program: Mathematics & Physics, Biology & Earth Science, Biology & Chemistry, language Second & History, Language Second & Foreign Language, History & Foreign Language 	<ul style="list-style-type: none"> An ongoing task is under taken to also include other PSET institution

Output 5: New curriculum implemented		
Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
⁶ New Curriculum Implementation	<ul style="list-style-type: none"> Primary and secondary schools are implanting the new curriculum as of last year 2021. With the new curriculum developed, it also includes; <ul style="list-style-type: none"> Development of the Curriculum Implementation Monitoring study survey questionnaires Survey carried out in selected schools in 6 Provinces All quantitative data entered Qualitative data entry finalized Quantitative and Qualitative Data analyzed Year 7 – 10 syllabus is developed and complete including; <ul style="list-style-type: none"> Year 7 syllabus & teacher guides for 5 Core subjects reviewed Members of subject group panel 	

⁵ Progress to the key activity is extracted from 2021 Quarter 4 report.

⁶ Progress to this activity is derive from VESP 2 Six-month report (July -December 2021)

	<ul style="list-style-type: none"> ○ Content review of Year 7 syllabus & teacher guides for 5 Core subjects contracted ○ Year 7 Syllabus for 5 core subjects printed ○ Year 7 Teacher Guides for 5 core subjects printed • Curriculum training and support to provincial officers <ul style="list-style-type: none"> ○ Training of Senior Secondary Teachers on the Year 12 & 13 Syllabus in provinces completed ○ Year 11-13 Syllabus (French) reviewed and finalized ○ Reviewed 11 to 13 senior syllabus validated by curriculum validation committee ○ Senior Curriculum Monitoring Tool developed ○ Orientation framework for French-speaking Senior Syllabus developed ○ Senior secondary French documents uploaded to CDU workspace Drive accessible to teachers ○ E-versions of senior teaching resources purchased and uploaded on CDU workspace 	
	<ul style="list-style-type: none"> • The review of the National Assessment Policy is progressing well. The finalisation of the concept paper and development of the survey questionnaires is complete. • Vanuatu Curriculum Assessment and Reporting Guidelines developed, printed and distributed to all Principals in Schools • Supervision Manual review approved. Accreditation/ Verification/ Moderation/ IA Approval manuals are 90% complete pending the consultation with the Education Service Directorate (ESD) <ul style="list-style-type: none"> • 100% report of PacSIMS activities for year 12 and year 13 Francophone and will yet be uploaded to Open VEMIS. • 100% of the Titan Report of year 10 Item Analysis. • 45% of the 4D is done. Other 55% will be completed after publication of results. 	<ul style="list-style-type: none"> • Officers should undertake training in order to manage well the PacSIM, 4D and TITAN.
	<ul style="list-style-type: none"> • The research on the policy has been conducted and the first draft of the report has been produced. The final report will be circulated and once it has been finalising. 	<ul style="list-style-type: none"> • To review the policy and developing school guidelines based on the finding and by aligning the Education Language Policy with the National Language Policy

Output 6: SIP's and grants are monitored by provincial schools improvement officers, inspectorates & auditors

Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
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7Implement Basic and Secondary Education policies	<ul style="list-style-type: none"> The Awareness of the Harmonised Minimum Quality Standards has been included in the Principals Training. The MQS for ECCE – Secondary has completed and approved 	<ul style="list-style-type: none"> Is yet to be uploaded to MoET website
	<ul style="list-style-type: none"> All Primary and Secondary data are collected, stored in Open VEMIS and are used in decision making 	<ul style="list-style-type: none"> Refresher trainings is ongoing for principals.

Output 7: Scholarship support is provided to students to have access to accredit training within a Tertiary education framework		
Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
⁸ Implementation of the Post School Education and Training Policy 2016-2020	<ul style="list-style-type: none"> The PSET Policy is currently under review. 	<ul style="list-style-type: none"> Funding to be allocated for provincial consultation. Commitment by officers needed to carry out the consultation to the 72-area council.
⁹ Implementation of Vanuatu Government Scholarships Priority Framework and the National HRD Plan and Sectoral Plans	<ul style="list-style-type: none"> The Implement of the proposed realignment that is linked to the occupational requirements in each NSDP objective, and to identified skill shortages and gaps in the private and public sector is; <ul style="list-style-type: none"> 70% progress on selection progress. 50% progress on occupational requirements. 80% progress on allocation of funding. 50% progress on the PPS – Policy of the Partial Scholarship with MESS/VNPF. 95% collaboration progress with other training institution for tertiary opportunities. 	<ul style="list-style-type: none"> Provide listing of expected human resources needed for employment in the country, (occupational requirements) by all Stakeholders Create more reliable employment avenue in the country Through VQA Accreditations & Careers Workshops Allocate more fund to support scholarship funding for accurate implementation of the People’s Plan

Output 8: Strengthened performance management systems (reporting against plans and standards), at all institutional levels, including appraisal of managers, principals, teachers, staff)		
Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
¹⁰ Education Management systems implemented	<ul style="list-style-type: none"> MoET’s 2020 Annual Report was completed and approved. The 2020 annual report has been uploaded on the MoET’s website for all to access. 	<ul style="list-style-type: none"> The report was approved without the finance input. Therefore, for future report, this must be inserted before approval.

⁸ Progress to the key activity is extracted from 2021 Quarter 4 report.

¹⁰ Progress to the key activity is extracted from 2021 Quarter 4 report & VESP 2 Six-month report (July -December 2021)

<ul style="list-style-type: none"> MoET 2022 Business Plan was approved by the DG and Minister on the 17th of December 2021. 	<ul style="list-style-type: none"> The BP format was aligned to the PSC standard format.
<ul style="list-style-type: none"> Production of Quarterly progress reports (Q1, 2, 3, &4) against 2020 Business Plan. 	<ul style="list-style-type: none"> Complete
<ul style="list-style-type: none"> VESP, through a TA support, provided an initial analysis of the draft Corporate Plan. The content of the analysis was aligned to the sector work goals that the National Public Service Commission requested. As a result, the Corporate Plan now has clear outputs and outcomes for each strategy outlined in the VETSS. The Corporate Plan was finalised and approved in December 2021. 	<ul style="list-style-type: none"> Complete
<ul style="list-style-type: none"> 52 schools' audits have been completed and audit reports submitted to stakeholders. 6 other schools have been audited and audit reports have to be finalized and submitted. 19 school audits out of 77 were not audited 	<ul style="list-style-type: none"> Increase Operational budget for IAU by Vt1, 500,000 to finance school visits. Reduce number of school audit visits per year and introduce Desktop Audit and Spot audits. Encourage School Management to have proper building for school administration to maintain all accountable documents
<ul style="list-style-type: none"> Communication strategy is complete and need to be endorse by the communication committee 	<ul style="list-style-type: none"> Revive the communication strategy committee to make sure it has been approved quickly.
<ul style="list-style-type: none"> MOA between MoET and MFAT signed on the 11th October 2021 being for <ul style="list-style-type: none"> o Support to Education Recovery in Vanuatu toward tropical Cyclone Harold o E-learning for Science in the Pacific being for Vanuatu 	<ul style="list-style-type: none"> Collaboration between MFAT and MoET is vital in order to achieve the MOA signed.
<ul style="list-style-type: none"> MOA between MoET and EAs has been signed on the 17th November 2021 	<ul style="list-style-type: none"> EA has to collaborate according the MOA signed.
<ul style="list-style-type: none"> 35 appointments done by PSC, 22 positions recruitment process have started, 15 positions still to proceed to step 1 of recruitment process 	<ul style="list-style-type: none"> Recruitment process is ongoing
<ul style="list-style-type: none"> MoET & Vodafone contract to install internet access in 11 schools in Torba. So far, 7 schools are installed already 	<ul style="list-style-type: none"> Review ITU organization structure
<ul style="list-style-type: none"> Report on School Land Management for registered government and non-government assisted schools at the end of July and November 2021 	<ul style="list-style-type: none"> Awareness on the process of acquiring school land must be conducted.
<ul style="list-style-type: none"> MoET 2022 Budget and Annual Business Plan is submitted to the 	<ul style="list-style-type: none"> Complete and yet to review for 2023
<ul style="list-style-type: none"> Number of managers and senior staff at the central and provincial level are trained on the budget and reporting cycle of the Ministry by May 2021. 	<ul style="list-style-type: none"> Need more technical expertise on system development of OV to fully implement the plan

	<ul style="list-style-type: none"> Production of the MoET Statistical Digest analyses has been shared by the Data analysis on the 13th January 2022. The review of the data analyses will be done on 15th of February 2022 by MoET and VNSO review team 	<ul style="list-style-type: none"> Official launching of the MoET Statistical Digest 2021 will be happened on the 25th of February 2022
	<ul style="list-style-type: none"> Draft versions of the School Financial Management Manual and the MoET Financial Manual submitted to PEO for review and approval. Draft procedures for school financial management and MoET financial management were also submitted for review and approval. 	<ul style="list-style-type: none"> VESP will follow up with MoET on their preference for distributing the school code (English and French) in paper and digital versions.
	<ul style="list-style-type: none"> Creation and maintenance of a register of all teachers VESP discussed relevant policy and processes with MoET to establish a plan to review the teacher register functions. VESP and TSC undertook consultations to review the current teacher registration system to inform the review. TSC and VESP began designing the teacher register system framework, including documenting processes based on consultation advice on areas including IT, registration, licensing, recruitment, deployment and transfer, performance monitoring and finance. VESP undertook a “Policy Mapping” exercise to review all TSC policies related to teacher management. TSC is using this policy mapping to inform policy development and implementation, including identifying policy gaps and reviewing specific areas including teacher appraisal, professional development, and IT alignment to improve management. 	<p>In quarter 1 2022, VESP will work together with MoET’s TSC, IT Unit and the ESU to provide financial and technical support on the following activities:</p> <ul style="list-style-type: none"> Approve the requirements and designs for the development of the teacher register system. Identify potential financial resources to undertake the software development work. Finalise the teacher register framework and commence development of the new teacher register system
	<ul style="list-style-type: none"> The new Research Policy Guideline for MoET was developed, with VESP providing support to MoET PPU to revise the existing guidelines and develop the new guideline. PPU presented the new guideline to senior management within the Ministry, and it is awaiting approval. VESP undertook data collection for the two research studies: The Cost of Kindergarten and Primary Education and Teacher Policy Frameworks & Requirements, from August-September 2021. Data was collected from a random sample of 68 schools (government and government assisted primary) and 78 kindergartens (private, government and government assisted) across three provinces. Provincial education officers, inspectors, SIOs, and MEOs were also interviewed across all six provinces. In November, VESP began data analysis and drafting of the research findings for both studies. The analysis suggests that the information generated by these studies will be critical to inform how MoET can enhance quality education through policy and implementation mechanisms. These studies will be finalised in early February 2022. 	<ul style="list-style-type: none"> The two final studies, Cost of Kindergarten & Primary Education and Teacher Policy Frameworks & Requirements, will be submitted by early February 2022. These studies will facilitate discussions on the connections between different dimensions of the education system and the challenges faced by schools and management at different levels of the system (national and provincial). In addition, these discussions will inform principal and provincial staff capacity strengthening.

	<ul style="list-style-type: none"> • VESP supported PPU to deliver formal OVEMIS training on Tanna 12 participants from Tafea province over 2 days in December. Participants included school principals (2 female, 3 Male), teachers (1 male), school IT staff (1 male), and provincial education staff (1 female, 4 male). • Factsheets on the Key Education Indicators were printed in French and English and distributed to the provinces. • The Education Statistical Digest for 2020-2021 period was also completed and approved by the Ministry 	<ul style="list-style-type: none"> • The Education Statistical Digest will be uploaded onto the MoET website in early 2022, and work will be undertaken to socialise the findings with key government stakeholders • VESP will work with PPU to deliver data quality training to provincial officers in Shefa to guide them to collect and enter accurate data into OVEMIS to support good planning and decision-making at MoET.
	<ul style="list-style-type: none"> • In September, the third version of the NSIDP Assessment Report and Action Plan were completed and the supporting Council of Ministers and Development Committee of Officials' papers were finalised in November. The Council of Ministers agreed in principal to the Plan and will follow up with PPU in 2022 to confirm cost savings. • From September to October, VESP and PPU delivered four awareness sessions on the NSIDP to stakeholders in Shefa province. Participants included primary school principals; PPU staff; senior managers; MoET directors and the Director General. • In preparation for its roll out, VESP worked with PPU from October to November to prepare the NSIDP Implementation Guide for all MoET personnel. The Guide outlines the roles and responsibilities of MoET Units and personnel during implementation. 	<ul style="list-style-type: none"> • Training MoET senior managers on the NSIDP Implementation Guide. • Training the Provincial Education Boards (PEBs) and Education Authorities (EAs) on how to align the NSIDP concept to planning for future schools. • Workshopping and communicating the plans to the Provincial Education Offices and communities. • Supporting PEBs, EAs and community leaders with the preparations for implementation of Phase 1. • Coordinating the implementation of Phase 2A: building new infrastructure on existing sites and 2B: building new infrastructure on new site. Phase 2B requires formal agreement between the Government and the communities to build on selected land before proceeding.
	<ul style="list-style-type: none"> • VESP continues to provide ongoing technical assistance to MoET to finalise the School Financial Management Manual. This included delivering a training module for trainers and a self-teaching module on the manual for school administration in December. 	<ul style="list-style-type: none"> • VESP will work closely with MoET to address some of the key recommendations in the Public Finance Management Assessment that the Australian Government carried out, such as the MoET Finance Manual
	<ul style="list-style-type: none"> • VESP and MoET discussed the scope of support required for creation and maintenance of register of all teachers, the elements to be resourced, and the features of the operating systems enabling access to different users. These discussions informed the 	<ul style="list-style-type: none"> • From July to September, VESP will work together with TSC, ICT and ESD on the following: - Finalize the timeframe for the development of the teacher register system.

	specifications of the registry that an Information and Communications Technology (ICT) Adviser will assist in developing.	<ul style="list-style-type: none"> Carry out a desk review of the current teacher information on OVEMIS and MoET sources. Review documents and discuss policy and process with MoET on what information are needed in the teacher register system. Conduct consultation with users, i.e. school leaders, and central and provincial MoET staff. Workshop the approach, method and teacher register content. Start designing the teacher register system framework (layout and content) and documenting its process.
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Output 9: Provincial management to support service delivery at school level

Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
9. ¹¹ Evidenced based policy and planning	<ul style="list-style-type: none"> Review of the School Inspector Policy completed 	<ul style="list-style-type: none"> In 2021, VESP will work with MoET to identify a set of priority needs that can be addressed thorough the year to strengthen the roles of school inspectors
	<ul style="list-style-type: none"> 2021 VANSTA Results is complete and approved 	<ul style="list-style-type: none"> Complete
	<ul style="list-style-type: none"> Production of 2019-2021 digest report is complete 	<ul style="list-style-type: none"> A date to be allocate for the launching of the digest

Output 10: School leadership to support improves learning in classrooms

Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
¹² School leaders' program	<ul style="list-style-type: none"> The last two interim Women's Leadership Networks were established in Tafea and Malampa in September, with a total of 62 members. The networks will be formalised once the design is completed and approved by MoET. This means there are 6 interim Provincial Women's Leadership Networks (PWLN) that have now been established. <ul style="list-style-type: none"> Tafea 32 members: 2 are from Aneityum, 2 from Erromango, and 28 from Tanna 	<ul style="list-style-type: none"> VESP and MoET will work with BoP to plan for future delivery of adaptive leadership sessions for the PWLNs where there is a need and interest. Male officers working in the education sector will be invited to join workshops and trainings

¹¹ Progress to the key activity is extracted from 2021 Quarter 4 report.

¹² Progress to this activity is derive from VESP 2 Six-month report (July -December 2021)

	<ul style="list-style-type: none"> ○ Malampa 30 members: 1 member is from the USP sub-centre, 1 ECCE Coordinator, 1 Provincial School Improvement Coordinator (PSIC), 1 OVEMIS officer, and 25 school educators. 	delivered by the PWLN with a specific focus on activities that promote women in leadership positions.
	<ul style="list-style-type: none"> • MoET's School Based Management (SBM) completed the final training workshops on the Operational Guidelines for School Principals in Shefa (3 workshops, 60 participants) and Penama (2 workshops, 80 participants). The workshop program covered the Operational Guidelines for school principals, an overview of the 19 new harmonised standards, the recently developed Self-evaluation Framework (SEF) and the drafting of School Strategic Plans (SSP). Participants included: school principals and deputy principals (49 female, 68 male); provincial education staff, including PEOs, SIOs, PSICs, Inspectors, and ECCE Coordinators (7 female, 16 male). 	<ul style="list-style-type: none"> • VESP will work with SBM to carry out a baseline of schools based on the principals' current management skills, review the monitoring tools, and conduct monitoring of those trained in 2022.
	<ul style="list-style-type: none"> • By December, school leaders enrolled in the PTC and APTC successfully completed Block 2 and Block 3 of their leadership and management programs. Five participants from the PTC course joined remotely via Zoom from Shefa (1 male), Malampa (1 female, 1 male), Sanma (1 female) and Tafea (1 male) provinces to save costs on travel and accommodation. Only two teachers (2 male) from APTC, and one participant (1 female) from PTC dropped out of the program due to competing priorities. This brings enrolment for APTC to 20 participants (11 female, 9 male), and PTC to 32 participants (11 female, 21 male). 	<ul style="list-style-type: none"> • VESP will meet with the Principal Education Officer (PEO) of Education Service Unit (ESU) and the interim Coordinating Committee to review the selection processes, and plan for the 2022 leadership trainings. • VESP will work with MoET Activity Manager (PEO ESU) to arrange training with APTC and PTC for 2022.

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

Key Activity	Progress in reporting period (Jan – Dec 2021)	Cumulative progress / way forward
¹³ School Leaders Program	<ul style="list-style-type: none"> • VESP assisted the MoET ECCE Unit and partners to strengthen awareness of the PSP using print, broadcast and social media materials. This included VESP providing financial support to print all the books and supporting materials for the ECCE PSP facilitator training workshop. • VESP is working together with UNICEF and Save the Children to support the MoET ECCE Unit to launch PSP across all provinces, with VESP supporting Torba province. VESP started working with the Torba provincial ECCE coordinator in November to develop the budgets for the training of trainers (ToT) workshop and PSP implementation roll out for 2022. 	<ul style="list-style-type: none"> • Once the PSP Handbook is complete, VESP will pay for and distribute all materials to print handbooks for all the provinces • Work with UNICEF and Save the Children to plan and prepare for the launch of the PSP implementation and tool (handbook) between January and February

¹³ Progress to this activity is derive from VESP 2 Six-month report (July -December 2021)

		<ul style="list-style-type: none"> Develop and distribute a detailed implementation budget for PSP to partners and government ministries
	<ul style="list-style-type: none"> Between October and December, VESP supported a nationwide consultation of the PSP implementation plan with partners. This included a consultation with partners and donors in Port Vila (37 participants: 16 females, 21 male), and moved to provincial consultations in Sanma (22 participants: 7 females, 15 male), Penama (25 participants: 13 females, 12 male), and Tafea (34 participants: 14 females, 20 male). The partners and donors who participated in the consultation included the Australian High Commission, the New Zealand High Commission, UNICEF, Save the Children, Vanuatu Society for People with Disability, Ministry of Health, Ministry of Finance and Economic Management, Ministry of Internal Affairs, and Ministry of Justice and Community Service. 	<ul style="list-style-type: none"> Prepare and carry out the ToT and implementation of PSP in Torba province and conduct a baseline study for Torba province on the current operations and effectiveness of their PSP
	<ul style="list-style-type: none"> Two 3-day consultations were conducted by MoET in Tafea and Malampa (the last two provinces) to review the three MoET Inclusion Policies; Gender Equity Policy, Child Safeguarding Policy and Inclusive Education in October 2021. UNICEF provided funding for these two workshops and VESP provided technical support and development of discussion questions for the Gender Equity and Child Safeguarding consultations. 	<ul style="list-style-type: none"> VESP will work with MoET to undertake data validation of the policy review process across all three provinces prior to finalising the revised inclusion policies.
Development and implementation of a MoET communication plan	<ul style="list-style-type: none"> MoET Facebook page is being up-to-date with affairs related to the Ministry. Business Continuity Plan (BCP) is developed and circulated during the COVID 19 community outbreak lock down. 	<ul style="list-style-type: none"> Up to date Complete

6. Annual Development Report

Table 3 Annual Development Report towards NSDP SOC Pillar 2, for the 2019-2021

NSDP Policy Objectives	Indicator	Target	Baseline	Current Indicator Status														
				2021	2020	2019												
2.1	SOC 2.1.1 Percentage of age 6 in Yr. 1 who attended kindergarten SOC 2.1.2 Survival rates Yrs 1 - 6, 1 – 13	<ul style="list-style-type: none"> ▣ 60% of age 6 in Yr. 1 attended kindergarten ▣ 85% survival rate Yr. 1 – 6 ▣ 30% survival rate Yr. 1 – 1 	Baseline year: 2015 <ul style="list-style-type: none"> ▣ 41.9% ▣ 79.1% (Yr. 1 – 6) ▣ 20.1% (Yr. 1 – 13) 	2021	2020	2019												
				73%	73%	73%												
				99%	99%	99%												
				23%	23%	23%												
2.2	OC 2.2.1 Percentage of schools demonstrating effective implementation and management of school grants	100% of eligible schools received their grants	Baseline year: 2017 93% (of eligible schools received grants)	2021	2020	2019												
				ECCE- 14%	▪ ECCE 66%	▪ ECCE 66%												
				Primary- 86%	▪ Primary 94%	▪ Primary 94%												
				Secondary- 81%	▪ Secondary 96%	▪ Secondary 96%												
			PSET- 33%															
2.3	SOC 2.3.1 Percentage of students	<table border="1"> <tr> <td>Angl</td> <td>Yr.</td> <td>Yr.</td> </tr> <tr> <td>o.</td> <td>4</td> <td>6</td> </tr> </table>	Angl	Yr.	Yr.	o.	4	6	<table border="1"> <tr> <td>Angl</td> <td>Yr</td> <td>Yr</td> </tr> <tr> <td>o.</td> <td>.4</td> <td>.6</td> </tr> </table>	Angl	Yr	Yr	o.	.4	.6	2021	2019	2017
		Angl	Yr.	Yr.														
o.	4	6																
Angl	Yr	Yr																
o.	.4	.6																

	meeting literacy and numeracy standards	<table border="1"> <tr><td>Lit.</td><td>25.</td><td>30.</td></tr> <tr><td></td><td>3%</td><td>4%</td></tr> <tr><td>Num</td><td>36.</td><td>43.</td></tr> <tr><td>.</td><td>8%</td><td>3%</td></tr> <tr><td>Fran co.</td><td>Yr. 4</td><td>Yr. 6</td></tr> <tr><td>Lit.</td><td>5.2</td><td>18.</td></tr> <tr><td></td><td>%</td><td>9%</td></tr> <tr><td>Num</td><td>37.</td><td>44.</td></tr> <tr><td>.</td><td>3%</td><td>1%</td></tr> </table>	Lit.	25.	30.		3%	4%	Num	36.	43.	.	8%	3%	Fran co.	Yr. 4	Yr. 6	Lit.	5.2	18.		%	9%	Num	37.	44.	.	3%	1%	<table border="1"> <tr><td>Lit.</td><td>3</td><td>3</td></tr> <tr><td></td><td>0</td><td>5</td></tr> <tr><td></td><td>%</td><td>%</td></tr> <tr><td>Nu m.</td><td>4</td><td>5</td></tr> <tr><td></td><td>0</td><td>0</td></tr> <tr><td></td><td>%</td><td>%</td></tr> <tr><td>Fran co.</td><td>Yr .4</td><td>Yr .6</td></tr> <tr><td>Lit.</td><td>1</td><td>2</td></tr> <tr><td></td><td>5</td><td>5</td></tr> <tr><td></td><td>%</td><td>%</td></tr> </table>	Lit.	3	3		0	5		%	%	Nu m.	4	5		0	0		%	%	Fran co.	Yr .4	Yr .6	Lit.	1	2		5	5		%	%	<table border="1"> <tr><td>Angl o.</td><td>Yr. 4</td><td>Yr. 6</td><td>Yr. 8</td></tr> <tr><td>Lit.</td><td>30</td><td>43</td><td>40</td></tr> <tr><td></td><td>%</td><td>%</td><td>%</td></tr> <tr><td>Num</td><td>49</td><td>47</td><td>46</td></tr> <tr><td>.</td><td>%</td><td>%</td><td>%</td></tr> <tr><td>Fran co.</td><td>Yr. 4</td><td>Yr. 6</td><td></td></tr> <tr><td>Lit.</td><td>30</td><td>43</td><td>40</td></tr> <tr><td></td><td>%</td><td>%</td><td>%</td></tr> <tr><td>Num</td><td>49</td><td>47</td><td>46</td></tr> <tr><td>.</td><td>%</td><td>%</td><td>%</td></tr> </table>	Angl o.	Yr. 4	Yr. 6	Yr. 8	Lit.	30	43	40		%	%	%	Num	49	47	46	.	%	%	%	Fran co.	Yr. 4	Yr. 6		Lit.	30	43	40		%	%	%	Num	49	47	46	.	%	%	%	<table border="1"> <tr><td>Angl o.</td><td>Yr. 4</td><td>Yr. 6</td><td>Yr. 8</td></tr> <tr><td>Lit.</td><td>29</td><td>40</td><td>46</td></tr> <tr><td></td><td>%</td><td>%</td><td>%</td></tr> <tr><td>Num</td><td>45</td><td>41</td><td>45</td></tr> <tr><td>.</td><td>%</td><td>%</td><td>%</td></tr> <tr><td>Fran co.</td><td>Yr. 4</td><td>Yr. 6</td><td></td></tr> <tr><td>Lit.</td><td>26</td><td>38</td><td>45</td></tr> <tr><td></td><td>%</td><td>%</td><td>%</td></tr> <tr><td>Num</td><td>45</td><td>41</td><td>45</td></tr> <tr><td>.</td><td></td><td>%</td><td>%</td></tr> </table>	Angl o.	Yr. 4	Yr. 6	Yr. 8	Lit.	29	40	46		%	%	%	Num	45	41	45	.	%	%	%	Fran co.	Yr. 4	Yr. 6		Lit.	26	38	45		%	%	%	Num	45	41	45	.		%	%	<table border="1"> <tr><td>Angl o.</td><td>Yr.4</td><td>Yr.6</td><td>Yr 8</td></tr> <tr><td>Lit.</td><td>35%</td><td>43%</td><td>NA</td></tr> <tr><td>Num</td><td>44%</td><td>41%</td><td>NA</td></tr> <tr><td>Fran co.</td><td>Yr.4</td><td>Yr.6</td><td></td></tr> <tr><td>Lit.</td><td>34%</td><td>30%</td><td>NA</td></tr> <tr><td>Num</td><td>44%</td><td>41%</td><td>NA</td></tr> <tr><td>.</td><td></td><td></td><td></td></tr> </table>	Angl o.	Yr.4	Yr.6	Yr 8	Lit.	35%	43%	NA	Num	44%	41%	NA	Fran co.	Yr.4	Yr.6		Lit.	34%	30%	NA	Num	44%	41%	NA	.			
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2.4	SOC 2.4.1 No. of technical and vocational schools that are certified and registered under the Vanuatu Qualifications Authority to operate	80 % (60 technical, vocational and post-schools to be certified and registered)	Baseline year: 2017 36% (27 technical, vocational & post-schools certified and registered)	2021 § 34 PSET providers registered (47% of total PSET providers are currently registered) 61 courses are currently accredited	2020 31 PSET providers registered (44% of total PSET providers are registered) 56 Courses accredited	2019 31 PSET providers registered (44% of total PSET providers are registered) 56 courses accredited																																																																																																																																																																					

Source: 2021 Annual Report

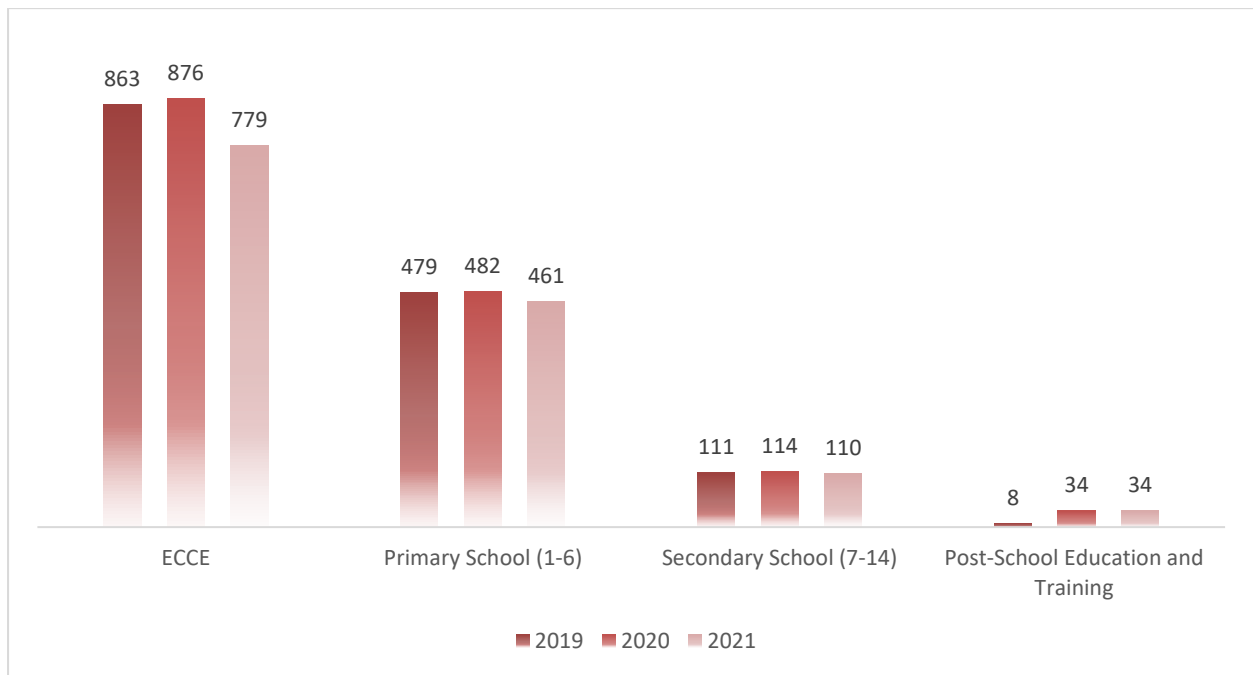
Table three (3) is the MoET Annual Report template which is extracted from the NSDP indicators for Social Pillar 2. The table shows the indicator, Target, and baseline which then determines the status of the indicators every year. The last Annual Report was produced in 2019 with no updates in 2020 due to lack of directions from Department of Strategic Policy Planning and Aid Coordination (DSPPAC.). Therefore, the 2020 indicator status is extract from the 2019 AR. 2021 AR is the review of the NSDP with coordination from the Monitoring & Evaluation Unit in DSPPAC.

7. Key Education and Training Statistics

A brief analysis corresponding the key achievements and overall progress against the Corporate Plan Objectives are highlighted below. The areas analysed only include the following: total number of schools in Vanuatu by school type; school enrolment trend by sector levels; pupil teacher ratio by school type; total number of new scholarship awardees by sponsor and gender; total number and trend of Vanuatu Government new scholarship awardees by gender; and total number of teachers and trainers by school type and gender.

Figure two (2) shows the number of registered schools in Vanuatu from 2019 to 2021. The key information drawn from this graph is that the number of ECCE, Primary and Secondary schools has increased within the last three years (2019-2021). This is also true for the Post-School Education and Training (PSET) where a significant increase in the number of registered PSET providers materialized in 2020. The increased support from the MoET's Technical Vocational Education and Training (TVET) Unit to the PSET providers to meet the Vanuatu Qualification Authority's requirements, has been a contributing factor to this substantial increase in registered PSET providers.

Figure 2 Total number of schools in Vanuatu by school type, 2019-2021

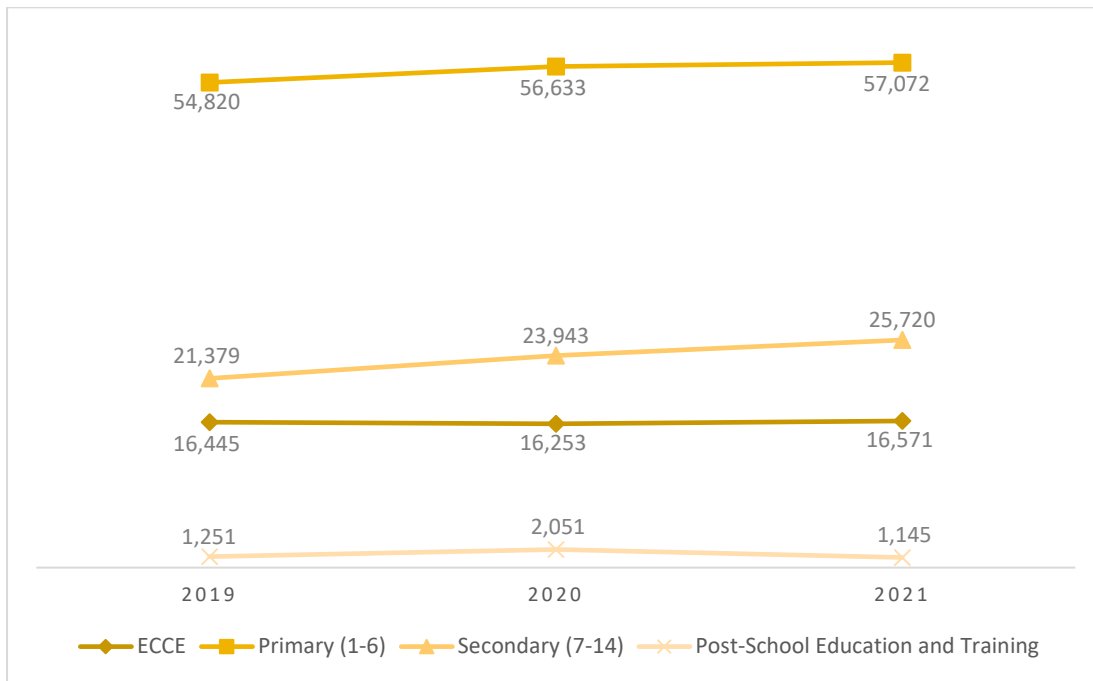


Source: Education Statistics – Basic Tables of 2020, pg.8 & VQA website

Figure three (3) illustrates enrolment trend by sector level (ECCE, Primary 1-6, Secondary 7+ & PSET) from 2019 to 2021. Generally, total student enrolment has been increasing significantly at ECCE, Primary and Secondary levels. In 2020, the ECCE total enrolment slightly declined. The closure of ECCE centres in the TC Harold affected provinces of Sanma and Penama (particularly on Pentecost Island) has been a contributing factor to this. A huge data quality exercise (cleaning duplicate student enrolment data) undertaken in 2020 may have also resulted in this slight decline in ECCE enrolment.

At the PSET level, there was a decline in student enrolment in 2021. This may have been the impact of PSET institutions that did not meet the requirements of the Vanuatu Qualifications Framework set out and regulated by the VQA. Nevertheless, in 2020 the PSET enrolment increased congruently to the increased number of registered PSET providers.

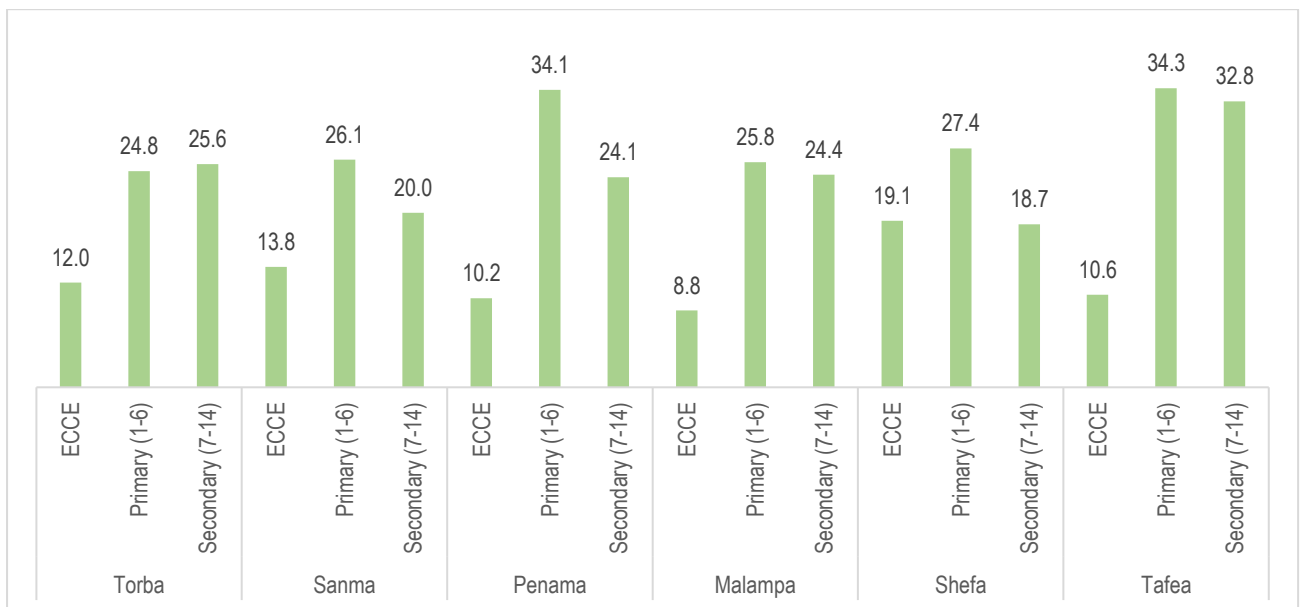
Figure 3 : School enrolment trend by sector levels, 2019-2021



Source: Education Statistics – Basic Tables of 2021, pg.17 & 42

Figure four (4) shows information on Pupil Teacher Ratio (PTR) for Government paid Primary and Secondary teachers, including ECCE teachers for each province.

Figure 4 Student Teacher Ratio by ECCE, Primary & Secondary Schools for Government paid Teachers, by Province, 2021

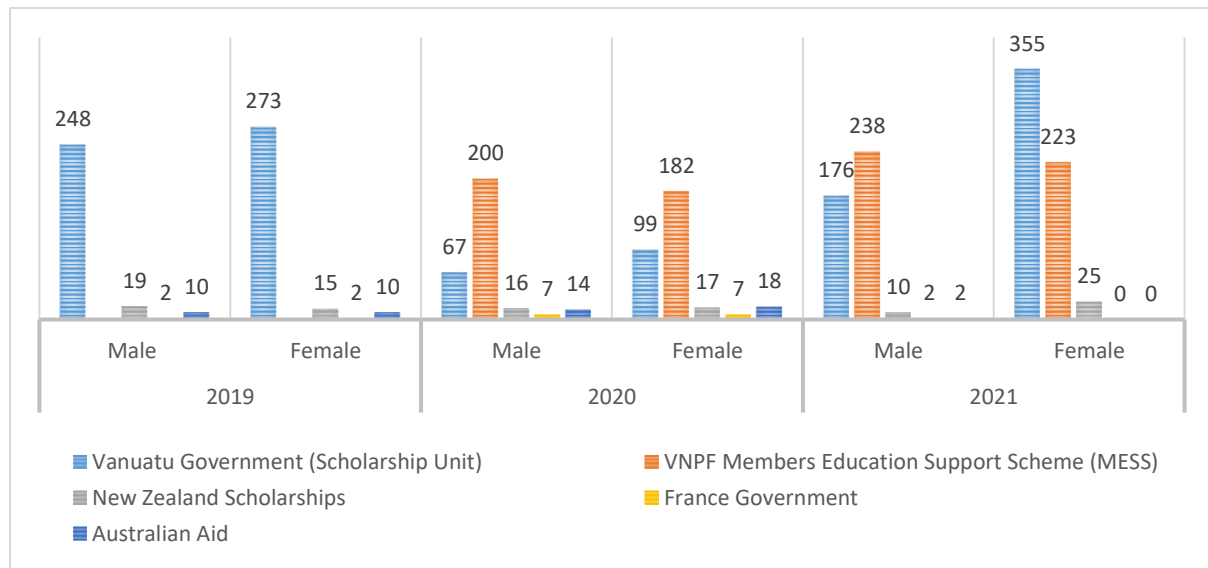


Source: Education Statistics – Basic Tables of 2021, pg.33

Generally, STR is higher in Primary schools for some provinces compared to secondary schools which are set below the required standard ratio. Given that, the standard PTR ratio for an ECCE teacher is 15:1, Primary teacher is 30:1 and Secondary teacher is 25:1. In 2020 Penama and Tafea had the highest primary schools' pupil teacher ratio at 34:1. In 2021, both provinces still maintain with the highest

STR. Other provinces had just over with STR for Primary, but for secondary, Tafea still have the highest followed by Torba. With ECCE, all provinces did meet the STR with minor difference.

Figure 5: number of new scholarship awardees by sponsor and gender, 2019-2021

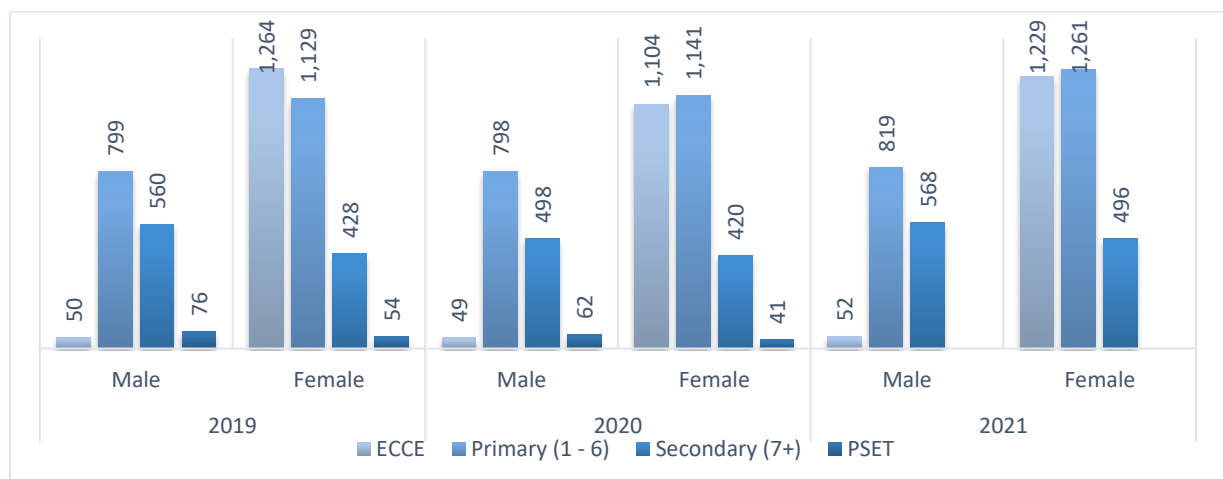


Source: Education Statistics – Basic Tables of 2021, pg.40

The Vanuatu Government, through the Ministry of Education and Training and its development partners have provided scholarships for students to pursue tertiary studies abroad and in-country as well. Figure five (5) shows the total number of new scholarship awardees by sponsor and gender in the last three years (2019-2021). A large proportion of the new scholarship awardees were sponsored by the Vanuatu Government. Followed by the MESS programme supported by VNPf. Otherwise, the other proportions are taken in by other sponsors.

A drastic decrease in the number of Vanuatu Government’s new scholarship awardees occurred in 2020. This was related to the introduction of the VNPf’s Membership Education Support Scheme (MESS). A total of 200 male & 182 female students (refer to figure 5) were awarded the VNPf’s MESS for tertiary studies in 2020. As a result, the total number of new scholarship awardees sponsored by the Vanuatu Government decreased significantly (67 males & 99 females).

Figure 6: Total number of teachers and trainers by school type and gender, 2019-2021



Source: Education Statistics – Basic Tables of 2021, pg.28 & 44

Figure seven (7) indicates the total number of teachers and trainers by school type and gender. Generally, there were more female teachers at ECCE and primary levels during the last three years (2019 – 2021). At secondary school level, the number of male teachers is slightly higher than that of female teachers. A similar scenario can be seen in the number of trainers at the PSET level – more male trainers than female in the last three years.

8. Human Resource Management

The Data below abstracted from Smart stream shows the number of staffs employed under the Ministry of Education and Training as of the last pay period of 2020 - pay period 2026.

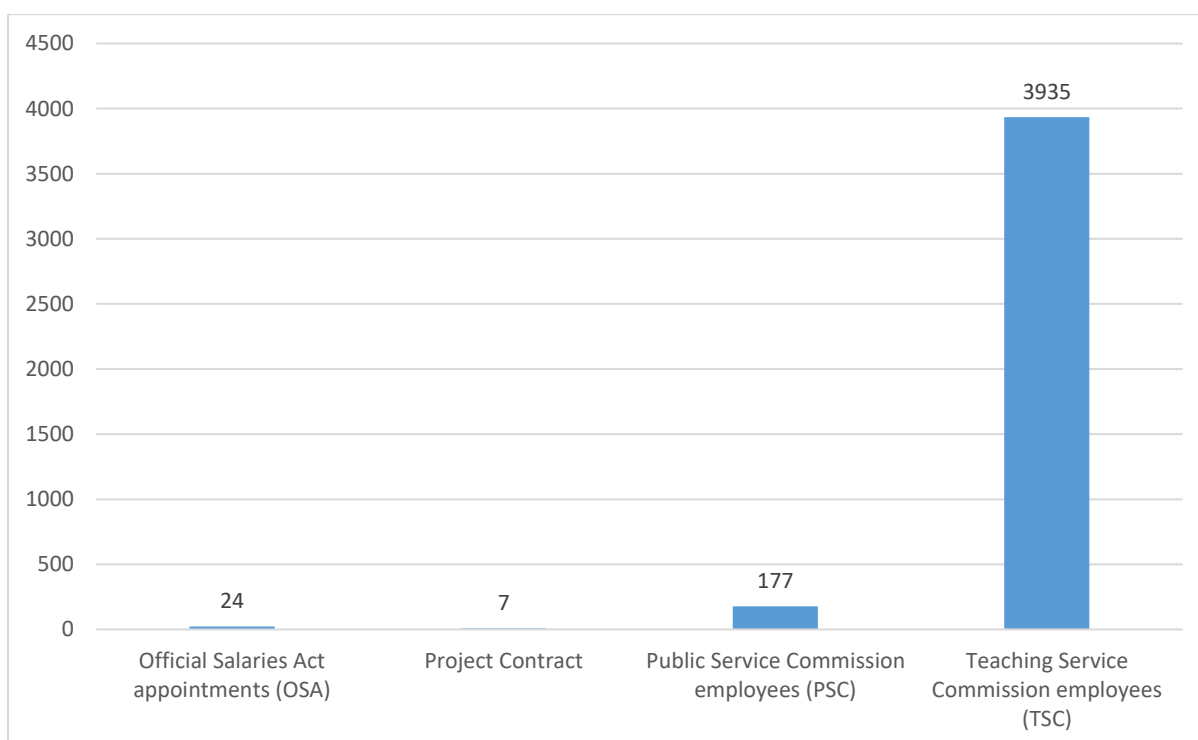
Table 4 : Number of MoET staff by employment status, 2021

Employment status	Number of Staff
Official Salaries Act appointments (OSA)	24
Project Contract	7
Public Service Commission employees (PSC)	177
Teaching Service Commission employees (TSC)	3935
Total employees under the government payroll	4143

The Key information drawn from table 4 is that majority (3,935) of the MoET staff were employed under the TSC. These were mainly teachers of ECCE, primary, secondary and PSET schools. A total of 177 staff were employed by the PSC and an additional 7 staff were recruited on project contract.

MoET Workforce, 2021

Figure 7: MoET Human resource recruitment by pay period, 2126



The bar graph above (fig. 7) shows the total employment for different status of employment categorised as the OSA (Ministerial staff), Project contracts, PSC (Public Service Commission employees) and the TSC (Teaching Service Commission employees; teachers), from pay period 2001 to the last pay period of the year, 2126. A significant increase in the number of employees under the TSC can be seen from the chart, due to contracted ECCE teachers' salaries that were paid by the Government. Such an increase to ECCE teachers was experienced throughout the year.

Other PSC HR Statistics

Table 5 : Other MoET human resource statistics, 2021

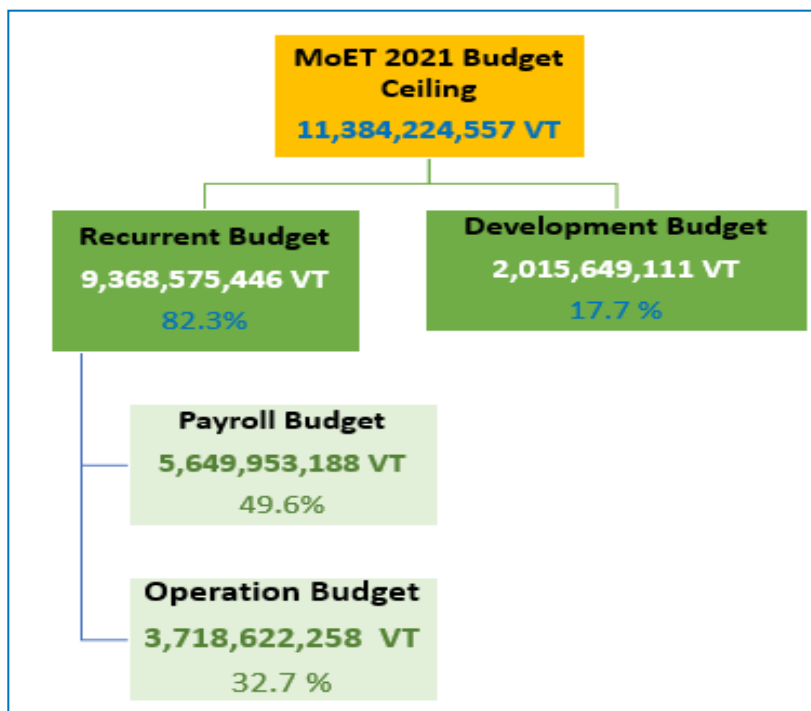
PSC HR Statistics	
New appointments	35
Retirees	0
Resignations	2
Termination	0
Internal Transfers	5
Disciplinary Cases	2
Internship (graduate attachments)/Apprenticeship	7
Staff on study Leave (Scholarship)	10
Teachers Acting on PSC Post	3

Table 5 highlights the following:

- In 2021, MoET through the PSC new recruitment processes, was able to recruit 35 new staff.
- No staff retired during that year
- 2 staff resigned and moved on, pursuing their career in other organizations/institutions
- No MoET staff were terminated was terminated in 2021.
- There were 5 MoET staff that transferred from one Division/Unit to another within the ministry (internal transfer)
- 7 staff were brought into the MoET on an internship basis to assist in specific areas or tasks. Those who undertook internships within the ministry were graduates from local, regional and international PSET institutions.
- 10 MoET staff were on study leave in 2020. These staff were on scholarship and studying in PSET institutions abroad, and
- 3 teachers were brought in to act on PSC posts in the MoET organization structure. It is considered a transfer from TSC to a PSC post and it can also be perceived as a promotion for the teachers concerned.

9. Education and Training Sector Financial Statement

Figure 8: MoET 2020 Annual Budget



The Ministry of Education & Training (MoET) continues to implement its programs and activities with technical and budget support jointly from the government and development partners in the year 2021.

In 2021 MoET's annual budget was 11.384 billion vatu and this is inclusive of both the recurrent and development fund. Of this total, the recurrent budget allocation makes up 82.3% and the development budget makes up the remaining 17.7%. The major portion of the recurrent budget is stored in the payroll accounts with a budget of 5.649 billion vatu. And the remaining 3.718 billion vatu is allocated to

operations budget accounts. Refer to Figure 1. The total 2021 Government recurrent budget was 41,661,218,826 vatu. Of this total, MoET's 2021 annual recurrent budget was 9,368,575,446 vatu which makes up 22% of the total recurrent Budget. On the other hand, the total MoET development budget for the year 2021 was 2.015 billion vatu. Figure 2 summarizes the total MoET annual budget allocation.

Table 1 shows the development partners budget contribution. It shows that Australia contributed majority of the donor budget support with a total contribution reaching 82.47%, New Zealand with the second highest percentage contribution of 10.63 % and then followed by Global Partnership for Education with 2.96 %.

Figure 2 MoET 2021 Annual Budget Overview

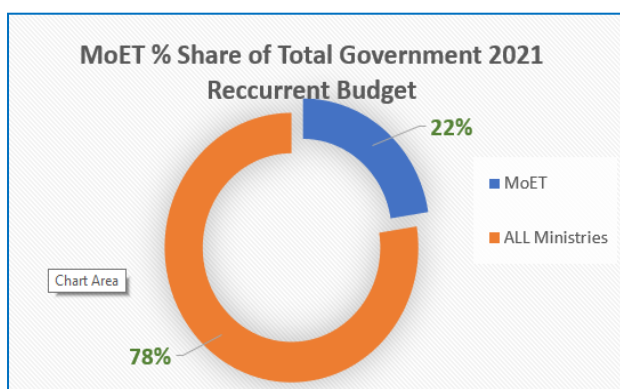


Table 1: Development Partners Contribution

Account	Description	Actual	% Share of Total
7NTP	Publications Revenue	345,300	0.02%
7QAU	Australia Contributions	1,662,238,414	82.47%
7QDP	U.N.D.P. Contributions	-	0.00%
7QFR	France Contributions	7,524,645	0.37%
7QNZ	New Zealand Contributions	214,256,237	10.63%
7QOS	Miscellaneous O/S Contributions	-	0.00%
7QPE	Global Partnership for Education	59,725,894	2.96%
7QUC	U.N.I.C.E.F Contributions	55,481,234	2.75%
7QUF	U.N.F.P.A Contributions	5,156,000	0.26%
7QUO	U.N.E.S.C.O Contributions	10,921,387	0.54%
	Total Revenue	2,015,649,111	100%

RECURRENT BUDGET CEILING CHANGES

- As at 1st January 2021 the recurrent budget ceiling was, 9,139,820,137 VT.
- By the 31st December 2021 the Appropriated budget had increased to 9,368,575,446 VT
- The budget increased by 0.02% which is equivalent to 228,755,309 VT, as shown in table 2

Table 2 MoET 2021 Supplementary Budget

#	Supplementary Budget	Budget
1	Covid-19 Quarantine Fees for Scholarships Students	86,000,000
2	Recruitment of two additional cabinet staff (Chaplain & Handyman)	3,434,424
3	Salary & Vehicle entitlement for Chairman NSTB	7,901,994
4	Shortfall of Years 7 - 10 Tuition Fees subsidy	131,418,891
	Total	228,755,309

RECURRENT BUDGET EXPENDITURE

This section has collated all recurrent budget expenditure activities for operations and payroll under the Ministry which comprises of seven (7) departments: MoET Cabinet Support Services (510), Department of Education Services (530), Director General Directorate (540), Education Commissions and Councils (550), Administration & Finance Directorate (820), Policy and Planning Directorate (830) and Tertiary Education Directorate (880).

As previously mentioned, the original budget ceiling that was approved and allocated by Council of Ministers (COM) for the Ministry for the 2020 financial year was 9,139,820,137 VT. However, by the 31st of December 2021 this budget ceiling has increased to 9,368,575,446 VT and remained as the final appropriated budget for the Ministry. The budget increased by 228,755,309 VT. This increase was caused by the approved supplementary budgets which includes; Covid-19 Quarantine Fees for Scholarships Students at 86,000,000 VT, Recruitment of two additional cabinet staff (Chaplain & Handyman) at 3,434,424 VT, Salary & Vehicle entitlement for Chairman NSTB at 7,901,994 VT and Shortfall of Years 7 - 10 Tuition Fees subsidy at 131,418,891 VT.

Table 5: Recurrent Budget Expenditure

		Recurrent		
Code	Description	Annual Budget	Total	Annual Budget Remaining
510	MoE Cabinet	73,482,135	69,061,005	4,421,129
530	Education Service Directorate	6,748,737,252	6,760,976,035	-12,238,783
540	Director General Directorate	48,701,137	49,591,584	-890,447
550	Education Commissions and Councils	142,494,010	143,474,675	-980,665
820	Finance & Administration Directorate	453,821,668	503,295,108	-49,473,440
830	Policy & Planning Directorate	38,935,370	39,053,085	-117,715
880	Tertiary Education Directorate	1,862,403,874	1,966,456,264	-104,052,390
	REPORT TOTAL	9,368,575,446	9,531,907,757	-163,332,311

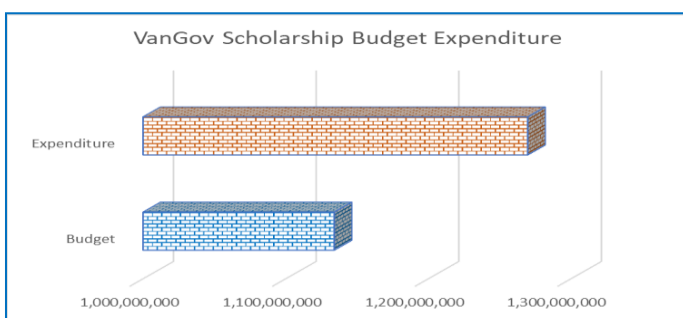
The MoET 2021 recurrent budget makes up 22% of the total Government appropriated recurrent budget ceiling of 41,661,218,826 vatu.

Table 5 shows the summary of the Ministry’s Budget allocation and Actual Expenditure by directorates / departments.

Overall, the Ministry had an unfavorable remaining annual budget balance of 163.3 million vatu implying budget overspending. Both payroll and budget accounts were overspent. The total payroll overspending was, 130,725,837 VT and operation budget overspending was 32,606,474 vatu. The main payroll overspending account was the acting allowances accounts as there were more acting allowance paid in the year 2021. This implies that there were more people resuming for the role of acting for other positions in the year 2020. On the other hand, the major operation budget overspending was caused by two types of expenditures; firstly, expending over the budget and secondly expending on unbudgeted accounts and both expenditure type contributed massively to the operation budget overspending.

Scholarship Budget Expenditure

Figure 3: Scholarship Budget



The Vanuatu Government Scholarship budget in January 2021 was 838,369,211 VT and was increased by an additional supplementary budget of 86,000,000 VT being for Covid-19 Quarantine Fees for Scholarships Students. This budget was further increased by an additional budget of 209,641,401 VT vired from cost centres within to meet scholarships forecasted high expenditure. Therefore, as at the 31st of December 2021 the scholarship budget ceiling was at 1,134,010,612 VT.

Despite the increased additional budget to the scholarships cost centre, as at 31st December scholarships over expended its budget by (135,609,497). As displayed in figure 3, the blue bar represents the scholarships budget and the orange bar is the actual scholarships budget expenditure which towers over the budget ceiling.

PAYROLL BUDGET EXPENDITURE

Table 6: Head Count of Personnel at Pay 25/2021

Employee Category	Count	Total Per Category	% of Total
OSA - Cabinet	24	25	1%
OSA - Chairman TSC	1		
PSC	194	194	5%
Teacher - ISU	16	3,920	95%
Teacher - Kindy	855		
Teacher - Primary	1808		
Teacher - Secondary	1035		
Teacher - Secondary Principals	53		
Teacher - Secondary Unposted	24		
Teacher - VIT	52		
Teacher - VITE	36		
Teacher - ZCA	41		
Grand Total	4,139		

The Payroll Budget makes up 60% of the total MoET recurrent annual budget. As at 31st December 2021 the Payroll Allocation report, shows that this payroll budget was expended on 4,139 employees, see summary details in table 6.

Table 6 clearly shows that Teachers makes up 95% of the total employee working under the Ministry of Education & Training. 1 % of the total employee is the OSA staffs which includes both cabinet staffs and the TSC Chairman and the remaining 5% are the Public Service Commission employees. This implies already that majority of the Ministry's payroll budget expenditure was teacher's

payroll alone.

Table 7 clearly shows that MoET has expended 101% of the total annual payroll budget which is equal to - 32.6 million vatu as at 31st of December 2021. All Departments payroll budget were overspent and are shown in the table with the red highlight. Of the five department's payroll overspending, the highest one was from the Education Services Directorate which was overspend by 59.2 million vatu. The Education Services Department payroll is overspent due to high payroll overspending within the Primary Teachers payroll and the Secondary Principals Payroll. The other cost centers payroll that was overspend includes the Director General office, Education Commissions and Councils, Finance & Administration Directorate and Policy & Planning Directorate

Table 7: Payroll Budget Expenditure by Dept.

Code	Description	Annual Budget	Total	% Bgt Exp	Budget Remaining
51	MoE Cabinet	63,553,573	61,145,175	96%	2,408,398
53	Education Service Directorate	5,032,693,797	5,091,938,583	101%	-59,244,786
54	Director General Directorate	38,698,550	39,596,632	102%	-898,082
55	Education Commissions and Councils	34,843,340	37,504,381	108%	-2,661,041
82	Finance & Administration Directorate	59,454,857	60,688,794	102%	-1,233,937
83	Policy & Planning Directorate	30,628,664	30,875,832	101%	-247,168
88	Tertiary Education Directorate	390,080,407	360,810,265	92%	29,270,142
	REPORT TOTAL	5,649,953,188	5,682,559,662	101%	-32,606,474

OPERATION BUDGET EXPENDITURE

To better understand the allocation of the operation budget expenditure, we refer to Table 8 which clearly summarizes the operational budget expenditures by 4 major budget groupings being; (I) GRANTS, (II) VANGOV SCHOLARSHIPS, (III) PRIORITY COMMITMENTS, and (IV) BUDGET TO IMPLEMENT ANNUAL WORK PLAN.

Table 8: MoET Summary of Operations Budget Expenditure

MOET SUMMARY OF 2021 OPERATIONS BUDGET EXPENDITURE						
#	BUDGET GROUPING	SUB BUDGET GROUPING	BUDGET	% as share of Total Operations Budget	EXPENDITURE	BUDGET REMAINING
A	GRANTS		1,787,231,911	48%	1,738,352,924	48,878,987
1	SCHOOL GRANTS					
		1 ECCE Grant	27,389,250		27389250	-
		2 Primary School	540,113,229		540,114,529	(1,300)
		3 Secondary School	197,430,846		151,802,771	45,628,075
		4 Secondary Schools Tuition Fee	826,531,909		823,279,697	3,252,212
		<i>Total School Grant</i>	<i>1,591,465,234</i>		<i>1,542,586,247</i>	<i>48,878,987</i>
2	INSTITUTIONAL GRANTS					
		1 Vanuatu Institute of Technology	40,221,670		40,221,670	-
		2 Vanuatu Institute of Teacher Education	61,507,900		61,507,900	-
		3 In Service Unit	2,000,000		2,000,000	-
		4 Untrained Teachers Program (UTP)				-
		5 Vanuatu Qualification Authority	92,037,107		92,037,107	-
		6 Vanuatu National University	186,409,840		186,409,840	-
		<i>Total Institutional Grants</i>	<i>195,766,677</i>		<i>195,766,677</i>	<i>-</i>
B	VANGOV SCHOLARSHIPS		1,134,010,612	30%	1,269,620,109	(135,609,497)
C	PRIORITY COMMITMENTS		303,730,017	8%	470,282,204	(166,552,187)
1	MAINTENANCE CONTRACTS		11,542,383		11,494,383	48,000
2	TERMINATION PAYMENTS		175,313,445		212,382,373	(37,068,928)
3	ELECTRICITY UTILITIES		16,293,256		11,430,256	13,049,606
4	WATER UTILITIES		2,290,000		2,071,686	218,314
5	COMMUNICATIONS (+ Advertising, Internet & Satellite, Translations, Postage, Printing, Stationaries, Telephone)		29,864,046		36,836,752	(6,972,706)
6	Interchange (Internet and Satellite Communications)		92,580		102,309,780	(102,217,200)
7	SECURITY SERVICES		4,392,000		3,761,977	630,023
8	OFFICE CLEANING		5,931,371		2,049,787	3,881,584
9	VEHICLE (Repairs & Maintenance, Servicing, Additional Vehicle, Hire, Replacement)		4,568,054		3,024,775	1,543,279
10	VEHICLE FUEL		6,294,810		6,451,895	(157,085)
11	SEO CONFERENCE					-
12	FACILITIES MAINTENANCE (Repairs & maintenance of Houses / Equipments / Buildings)		11,542,383		11,494,383	48,000
13	Value Added Tax		22,638,432		50,728,185	(28,089,753)
14	Incidentals		12,967,257		16,245,972	(3,278,715)
D	OPERATION BUDGET TO IMPLEMENT ANNUAL WORK PLAN		493,649,718	13%	371,092,858	122,556,860
	These are the normal office operational budget that all other cost centre used to implement their annual work plans. This budget is expended on items such as workshops, stationaries, hiring of facilities & vehicle, freights, refunds, sitting allowances etc...					
	TOTAL		3,718,622,258	100%	3,849,348,095	-130,725,837

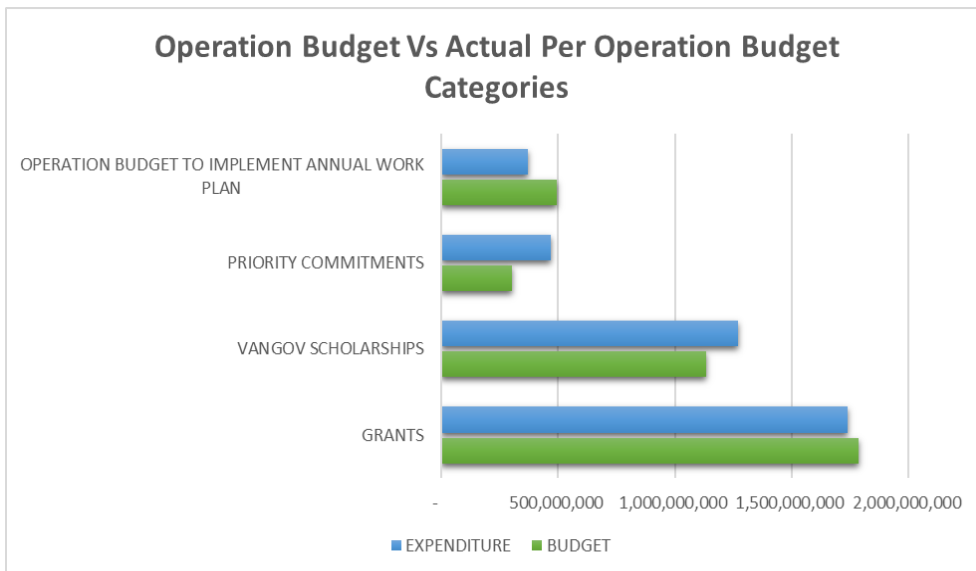
Based on these 4 budget groupings, it clearly shows that Grants alone makes up 48% of the total operations budget followed by the scholarships budget with 30%, budget to implement the 2021 annual work plan makes up 13% and priority commitments makes up 8% of the total budget.

The overspend budget accounts were shown by the red fonts. The reds imply that MoET spend more than the actual budget. As at the 31st December 2021 MoET has a negative remaining operation budget of 130.7 million vatu.

The only reason for the overspending was the actual Expenditures were greater than the annual budgets, for example; refer to the VANGOV Scholarships budget expenditure it was overspent by 135 million vatu. In addition, there are many accounts under the priority commitment category that were also overspent, and major ones includes; the termination budget was over by 35 million vatu, communications were over 6 million vatu, interchange satellite (internet & satellite) was over by 102 million vatu, vehicle fuel was over by 157,085 VT, value added tax was over by 28 million vatu and incidentals was over by 3.2 million vatu.

Figure 4 also portrays the operation budget vs actual expenditures. The trend clearly shows that as per the operation budget to implement annual work plan, the actual expenditure is below the budget and the same applies to the Grants. However, the other two categories for priority commitments and VANGOV Scholarships the actual expenditures were greater than the budgets

Figure 4: Operation Budget Vs Actual



Budget Virement

Virement is a terminology that the department of Finance and Treasury uses to describe the movement of budget within or across departments and/or across line Ministries.

In the year 2021, all the budget virement were done internally within the Ministry’s cost center, activity, program and departments.

The Ministry’s total worth of Budget Virement in 2021 was 2,274,960,406 VT. Smart Stream recorded a total of 114 lines of virements made from one cost centre to another. But there are 4 types of budgets virements:

1. **OVER – PAYR:** This is a budget virement made from an operation budget account to a payroll budget account. This type of virement can be done from within a specific cost centre, or from one cost centre to the other cost centers within or across each department. There are 3 lines of virements that sums up to 489.6 million vatu, and funds were vired across departments within. An example of this type of virement was the correction of the additional payroll budget [approved New Policy Proposal (NPP)] for Secondary Teachers Payroll which was posted to a wrong cost centre. Thus, the virement was made to move funds from the wrong OVER cost centre to the correct Secondary Teachers Payroll cost centre.
2. **OVER – OVER:** This is a budget virement made from an operation budget account to the other operation budget account. This virement is made between two cost centers or across the departments within. There were 6 lines of virements in the year 2021 that sums up to 958.8 million vatu. Funds were vired within the same department, from Over-Over. An example of this type of virement was the additional supplementary budget approved for quarantine fees for scholarships. It was stored in the wrong cost centre, thus, this virement is necessary to move the funds to the correct cost centre which is the Vanuatu Government Scholarship Fund cost centre.
3. **PAYR – OVER:** This is a budget virement made from a payroll budget account to an operation budget account. This virement can be done within a particular cost centre, between two cost centers or across the departments within. This type of virement is not encouraged by DoFT but can be authorized only in special occasions. There were 60 virements, at a total of 628.6 million vatu. Funds were vired across departments. An example of this type of virement was to meet the VanGov scholarship budget forecasted shortfall in the year 2021. The VanGov scholarship budget was forecasted to have a shortfall of 300 million vatu and thus this virement was made to from PSET teachers’ payroll to the operation accounts of the VanGov Scholarship cost centre.
4. **PAYR – PAYR:** This is a budget virement made from payroll budget account to another payroll budget account. This virement can be done between two different cost centers or across the departments within. There were 45 virements worth 197.7 million vatu. Funds were vired across departments. An example of this virement was the correction of the additional budget (NPP) for PSET Teachers payroll that was wrongly posted to Secondary Teachers cost centre. Therefore, the need for a virement to vire this payroll budget from the secondary teachers PAYR cost centre to the correct cost centre which was the PSET teachers PAYR cost centre.

Table 9: MoET 2021 Budget Virement Detail Summary Report

Row Labels	Sum of trans_amt_Out	Count of trans_amt_In
OVER - OVER -	958,881,281	6
OVER - PAYR -	489,680,088	3
PAYR - OVER -	628,601,264	60
PAYR - PAYR -	197,797,773	45
Grand Total -	2,274,960,406	114

School Grant

Table 10: School Grant Budget Expenditure

#	TYPE OF GRANT	Grant Rate	Registration Fee	Number of Schools	Number of Students	Funder				Total
						Van-Gov	% VanGov Contribution	Donor	% Donor Contribution	
1	ECCE Grant	9,000		432	6,225	36,562,930	67%	17,649,443	33%	54,212,373
2	Primary Schl Grant	8,900		404	53,664	480,632,000	100%		0%	480,632,000
3	Secondary Schl Grant	8,125		129	23,053	189,533,376	100%		0%	189,533,376
4	Y7-10 Tuition Fee Subsidy	42,000		129	17,876	763,181,550	100%		0%	763,181,550
5	Y11-14 Tuition Fee Sbusidy	42,000		30	5,753		0%	241,626,000	100%	241,626,000
6	Y12 Examination Fee Per Subject + Registration Fee	2,085	2085	25	1,742		0%	24,015,030	100%	24,015,030
7	Y13 Examination Fee Per Subject + Registration Fee	5,203	5203	17	1,228		0%	39,453,195	100%	39,453,195
8	Y14 Examination Fee	24,000		3	232		0%	5,568,000	100%	5,568,000
9	Secondary Schl Boarding Fee	45,000		144	12,913	15,224,755	4%	411,375,245	96%	426,600,000
11	VASC Grant	5,780		407	53,519		0%	309,339,820	100%	309,339,820
12	GPE Grant	393		407	53,519		0%	21,033,044	100%	21,033,044
TOTAL GRANTS						1,485,134,611	58%	1,070,059,777	42%	2,555,194,388

As per the School Grant Scheme, all government and non-government-assisted schools including the PSET institutions are usually paid school grants three times each year, Tranche 1 worth 30% of the total annual grant budget is usually paid in January, Tranche 2 worth 30% of total paid in April and the final Tranche 3 worth 40% of total is paid in July of each year. The grant payments are only payable provided that the schools satisfy the school grant criteria.

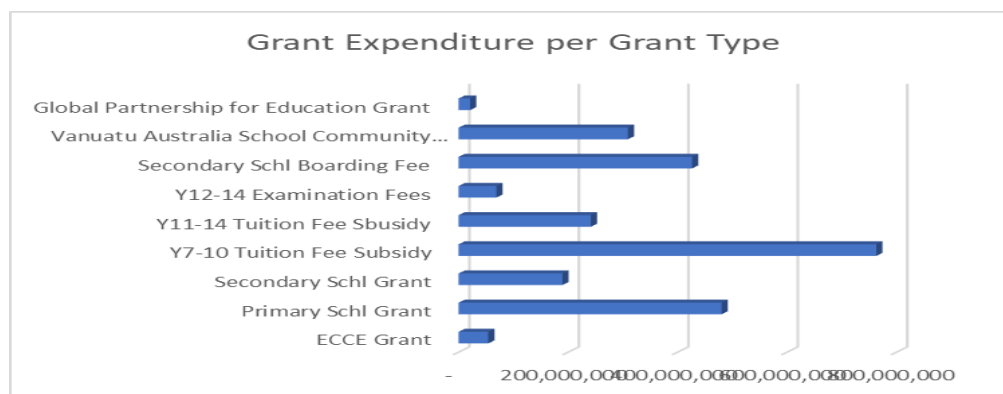
As shown in Table 10, in the year 2021, the total School Grant Budget Expenditure was 2,555,194,388 vatu. Of this total, the table shows that the percentage VanGov expenditure was 58% of the total while the donor percentage expenditure of the total was 42%. The total VanGov expenditure on school grants totals up to 1.48 billion vatu while the donor expenditure was 1.07 billion vatu. Of all the stated school grants expenditure for the year 2021, Tuition Fee subsidy has the highest percentage share of the total grants' expenditure. This also indicates the priority of government investment in terms of school grants.

The table also shows that the government expended 15.22 million vatu on the Secondary School Boarding Fee. This expenditure occurred to cover up for the funds shortage of donor funding intended for that grant activity. This results in the recurrent expenditure of the secondary school boarding fee for the remaining 59 schools accommodating 53,519 students.

Furthermore, the government also subsidized the examination fees for year twelve to year fourteen. According to table 10 above it shows that MoET expended a total of 69.03 million vatu on examination fee subsidy

In addition, the two last grants in the table VASC grant and GPE grants are both paid to primary schools. The abbreviations VASC represents Vanuatu Australia School Community Grant (VASCG) grant and GPE represents Global Partnership for Education grant.

Figure 5: School Grant Expenditure by Grant Type & Year Level



Revenue

As previously mentioned, the Ministry has budgeted for only 5 revenue accounts in the year 2021, however collected revenues from 6 revenue accounts altogether. These are the accounts that generates MoETs total 2021 revenue of 12.457 million vatu:

1. Other Asset Disposal

The revenue collected from the sale of the written-off or second-hand assets for the ministry.

Total Revenue collected: 83,500 VT

2. Teachers Licensing Fees: This was the new revenue initiative from the year 2016 in which The Teaching Service Commission (TSC) has and will be continuing to collect from teachers licensing as all teachers, as per TSC requirements are expected operate under a teaching license.

Total Revenue collected: 1,118,497VT

3. Other Fees:

Other fees refer to the collection of these fees which includes; Authority fees, Kindy registration fees, Establishment fees and attestations.

Total revenue collected: 3,014,235 VT

4. Repairs Fees

The revenue collected from repairing of assets.

Total revenue (accrued commitment): 6,000 VT

5. Exam Levies

Examination Levies is collected annually by the Examination and Assessment Unit (EAU) to cater for all national examination costs. Although the budget is not directly used by the EAU for its operational expenses, the EAU charges examination fees at differing rates depending on the qualification level.

Total Revenue collected: 8,235,085 VT

Table 11: Summary of Revenue Collection in year 2020

Account	Description	Revenue	Budget	Over/(Under)	Cash Received
7NDT	Other Asset Disposals	83,500	200,000	(116,500)	83,500
7NFL	Teachers Licencing Fees	1,118,497	650,000	468,497	1,118,497
7NFO	Other Fees	3,014,235	997,710	2,016,525	3,014,235
7NFR	Repairs Fees	6,000	0	6,000	0
7NFX	Exam Levies	8,235,085	23,433,435	(15,198,350)	8,235,085
7NOO	Other Recoveries	0	235,872	(235,872)	255,528
	Total Revenue and Receipts	12,457,317	25,517,017	(13,059,700)	12,706,845

Table 11 shows the total revenue collected in 2021 was 12.4 million vatu and is below the revenue budget by 13.05 million vatu. The highest revenue contribution comes from Exam Levies and the lowest from other Asset Disposals. Other recoveries account was budgeted for 235,872 vatu but weren't able to collect any revenues accordingly.

Assets

The total asset expenditure for the Ministry in 2021 as stated in page 4, and as extracted in transaction listing via Smar Stream, was 160 million vatu. This total expenditure includes both recurrent and development budget expenditure on assets. The summary of asset expenditure of all asset's expenditure by is outlined in table 12.

Table 12: Asset Expenditure by Accounts

Account	Description	Expenditure
8EBN	Buildings - New	100,812,398
8EBR	Buildings - Renovation	340,000
8EEA	Equipment - Additional General	27,230
8EEC	Equipment - Computer	717,590
8EEP	Equipment - Photocopiers	145,735
8EER	Equipment - Replacement General	-
8EET	Equipment - Computer Software Purchases	47,893
8EFO	Furniture - Office Furniture	7,572,244
8EVA	Vehicle - Additional Vehicle	-
8EVE	Vehicle - Eartmoving Ect	2,238,652
	Total Development Fund - Asset Expenditure	111,901,742
8EBN	Buildings - New	266,212
8EBR	Buildings - Renovation	676,220
8EEA	Equipment - Aditonal General	5,269,415
8EEC	Equipment - Computer	10,834,317
8EEH	Equipment - Heavy Equipment	232,911
8EEP	Equipment - Photocopiers	6,235,484
8EER	Equipment - Replacement General	981,072
8EES	Equipment - Specialised	162,992
8EET	Equipment - Computer Software Purchases	146,948
8EFH	Furniture - Housing Furniture	631,785
8EFO	Furniture - Office Furniture	2,020,695
8EVA	Vehicle - Additional Vehicle	9,556,521
8EVR	Vehicle - Replacement	11,495,244
	Total Recurrent Fund - Asset Expenditure	48,509,816
	TOTAL MOET ASSET EXPENDITURE	160,411,558

This table shows that majority of the budget asset expenditure, from the development fund, was expended highly on the constructions of new houses / classrooms. The second highest asset expenditure was 7.5 million vatu, it was expended on office furniture. The other asset expenditures from the development budget were below 1 million vatu and these expenditures includes, building renovations, additional general equipment's, computers, photocopiers and specialised equipment's.

On the other hand, the table also shows that the recurrent budget expenditure on assets in the year 2021 was 48.50 million vatu. The highest recurrent asset expenditure of 11.485 million vatu was expended vehicle replacement. The next highest asset expenditures, all were below 10 million vatu, includes; additional vehicle, additional general equipment's, office furniture's, replacement of vehicles and photocopiers. The last asset expenditure group are below 1 million vatu and they comprised of; replacement of general equipment's, building renovation, furniture's, computer software's, new buildings, Infrastructure - electricity and specialised equipment's.

This does not capture and include all assets at the school level yet as smart stream does not capture expenditure at that level.

The total current value of the Ministry’s asset cannot be reported as yet due to an issue with the asset report tab in smart stream. Thus, we are only reporting on the annual asset expenditures by the ministry.

DEVELOPMENT BUDGET

Table 13: Summary of Funding Per Department

Code	Description	Development		
		Annual Budget	Total	Annual Budget Remaining
510	MoE Cabinet	-	-	-
530	Education Service Directorate	1,968,583,271	1,383,761,615	584,821,656
540	Director General Directorate	6,500,339	3,929,984	2,570,355
550	Education Commissions and Councils	-	-	-
820	Finance & Administration Directorate	- 24,026,869	45,919,940	- 69,946,809
830	Policy & Planning Directorate	4,667,203	4,465,096	202,107
880	Tertiary Education Directorate	59,925,167	95,151,175	- 35,226,008
REPORT TOTAL		2,015,649,111	1,533,227,810	482,421,301

In addition to the MoET VanGov recurrent budget the Ministry continued to receive financial and technical support from donor partners to continue implementing the activities in the 2021 annual work plan.

The total development budget contribution received from donors in the year 2021 was 2.015 billion vatu. And of this total budget, 76% (1.533 billion vatu) was the actual expenditure and the remaining project balance was 482 million vatu.

Table 13 shows the donor funding by each department within the Ministry. The Majority of the donor contribution are directed more to the Education Services departments to fund activities such as the construction of school buildings and support students learning through school grants programs. The table shows an over spending in Finance & Administration Directorate and Tertiary Education Directorate; however, this overspending is being offset by the positive remaining budget balance from other directorates.

Table 14: % Share of Donor Contributions

#	Account	Description	Donor Contribution	% Donor Contribution
1	7NTP	Publications Revenue	345,300	0.02%
2	7QAU	Australia Contributions	1,662,238,414	82.47%
3	7QFR	France Contributions	7,524,645	0.37%
4	7QNZ	New Zealand Contributions	214,256,237	10.63%
5	7QPE	Global Partnership for Education	59,725,894	2.96%
6	7QUC	U.N.I.C.E.F Contributions	55,481,234	2.75%
7	7QUF	U.N.F.P.A Contributions	5,156,000	0.26%
8	7QUO	U.N.E.S.C.O Contributions	10,921,387	0.54%
Total Revenue			2,015,649,111	100%

Table 14 shows Australian Contribution with the highest contribution at 82.47% compared to the rest of the donor contributions. New Zealand has the second highest contribution of 10.63%, GPE contributions at 2.9%, and UNICEF contributions at 2.7%. All other aid donor that contributed below 1% includes; UNESCO at 0.54%, France at 0.3 % and UNFPA at 26%.

LIABILITIES

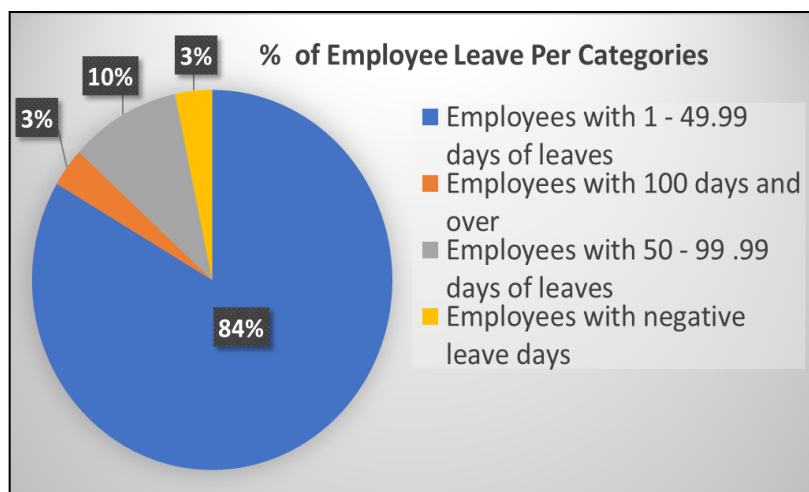
2021 OUTSTANDING STAFF LEAVE

Table 15: Summary of MoET 2021 Outstanding Leaves by Department

#	Categories of Employees Leaves	Sum Total		% of Count	Sum of Total Costing of 2021 Outstanding Leave
		Leaves	Count of Employees		
1	Employees with 1 - 49.99 days of leaves	2,992.06	126	83%	19,787,431
2	Employees with 100 days and over	618.65	5	3%	3,958,694
3	Employees with 50 - 99 .99 days of leaves	1,079.87	15	10%	6,320,208
4	Employees with negative leave days	- 131.18	5	3%	521,314
Grand Total		4,559.40	151	100%	29,545,020

Table 15 shows the total MoET outstanding leave for the year 2021 for all its 151 PSC employees. The table shows a total outstanding leave balance of 4,559.40 days. The highest outstanding leaves are for employee category of 1 to 49.99 days of leave and the second highest is the category of 50 to 99 days of leave. There are 5 employees with over 100 days of leave and 56 employees with negative leave days. The total leave cost for these outstanding leave balances was 29.5 million vatu.

Figure 7: Summary Cost of MoET 2021 Outstanding of Employees with over and under 100 days Leave



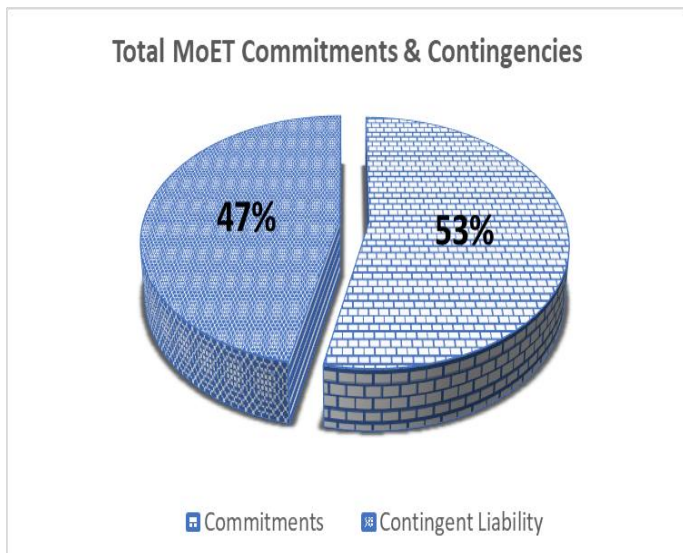
The pie graph in figure 7 shows the summary of the 4 category of leaves per employees. The graph shows that 84% of all PSC staffs have leave days from 1 – 49.99 days outstanding, 10% of employees have 50 – 99.9 leave days, 3% of employees have over 100 leave days and finally another 3% of employees have negative leave days.

2021 MOET COMMITMENTS & CONTINGENCIES

Table 16: 2021 MoET Commitments & Contingencies

#	Supplier	Description	Department	Liability Type	Total Value	Comments
1	VanGov	Vanuatu Government Student 2021 Fees & Allowances Outstanding	Tertiary Education	Commitments	397,670,899	These were student fees & allowances not paid to students and institution by the 31st of December 2021.
4	VanGov	Secondary School Grant	Education Services	Commitments	45,628,075	Payment was deferred to 2022 due to issues with enrollment data between OV records versus the School Records.
5	VanGov	Secondary School Tuition Fee Subsidy	Education Services	Commitments	3,252,212	
6	Teachers Claim	Legal Disputes and Claims against the Government	Education Services	Contingent Liability	348,537,882	There are more applications received from affected teachers and MoET is obliged to ensure payments are made accordingly.
7	VanGov	Outstanding School Land Compensation	Admin & Finance	Contingent Liability	41,000,000	These school land papers are in order and are ready for payment. These schools includes Tangavawia, Tautu, Ieneula, Matevulu, Neramb
Total					836,089,068	

The pie graph in figure 8 differentiate the 2021 outstanding commitments and contingent liabilities. Of the total outstanding commitment and contingent liability of 836 million vatu, 53 % was commitments, and 47 % is outstanding contingent liability.



The outstanding government commitments in the year 2021 includes the Vanuatu government students' fees and allowances which were not paid after the 31st of December 2021.

In addition, the total school grants (Secondary school Grant & Secondary Schools Tuition Fee) that was not paid by the 31st of December 2021 due to; issue with enrollment data between OV records and the school records and thus classifying schools as ineligible in 2021 and were not paid school grant. They were already being paid in the first quarter of 2021 after being

Furthermore, the contingent liabilities include Teachers Claims that the Primary and Secondary Teachers who have committed themselves for a number of years to teaching these higher-level classes ensured that Quality Education is provided to the senior level students supports. Their claims we're not paid in 2021 due to payroll overspending issue. And finally, the total annual school land compensation for the 5 schools were not paid and expected to be paid by the year 2023.

10. Other Issues

Portfolio legislation

The following legislation governs the affairs of the Ministry of Education and Training:

- Education Act No. 9 Of 2014
- Education (Amendment) Act No. 35 of 2019
- Teaching Service Act No. 30 of 2013
- Vanuatu Qualification Authority Act No. 1 of 2014
- Vanuatu Qualifications Authority (Amendment) Act No. 36 of 2019
- Vanuatu Institute of Technology Act No. 24 of 2001
- Vanuatu Institute of Teacher Education Act No. 25 Of 2001
- National University of Vanuatu Act No. 34 of 2019

Other related acts include:

- LAWS OF THE REPUBLIC OF VANUATU Consolidated Edition 2006 LEADERSHIP CODE [CAP. 240]
- CHAPTER 219 CONVENTION ON THE RIGHTS OF THE CHILD (RATIFICATION) Act 26 of 1992
- LAWS OF THE REPUBLIC OF VANUATU Consolidated Edition 2006 VANUATU NATIONAL PROVIDENT FUND [CAP. 189] Consolidated Edition 2006

Statutory Authority and Non-statutory Bodies

The Ministry of Education and Training portfolio includes the following bodies;

- Teaching Service Commission (TSC)
- Vanuatu Institute of Technology (VIT)
- Vanuatu Institute of Teacher Education (VITE)
- Vanuatu Qualifications Authority (VQA)

- National Education Advisory Council (NEAC)
- Curriculum & Assessment Board
- Scholarship Board

TSC, VQA, VIT and VITE are govern by their own Acts while NEAC is a council. The other two (Curriculum & Assessment, Scholarships) have board members.

International Agreements or Commitments

The Government through the Ministry of Education and Training has been a signatory with a number of these regional and international agencies: beneath are the agencies by which the government through the Ministry of Education and Training is working closely with;

- University of the South Pacific
- Agence Universitaire de la Francophonie (AUF)
- UNESCO (MDG and EFA Goals – are incorporated into the MoET performance framework to address the surrounding issues
- UNICEF
- South Pacific Board of Education and Assessment (SPBEA)/Educational Quality and Assessment Program (EQAP) as a subsidiary of SPC.
- Commonwealth of learning.
- Links and engagements with NGOs and organizations in Vanuatu (World Vision, Peace Corps and JOCV.

Complaints Mechanism

The Ministry administers complaints through the process delineated by the Public Service Commission. Complaints are managed by the middle managers (Principal Education Officers) as first counselling approaches before forwarding to the Director. The Director manages it and where no improvements are made; the Director will recommend to the office of the Director General to relate these complaints either to the Teaching Service Commission or the Public Service Commission for final decision.

Legal advice is sought from the State Law Office for all legal issues and complains. The Ministry of Education and Training is not aware of any investigations by the Ombudsman's Office or the Auditor General carried out during the year in relation to its operations.

11.Contact Officer

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