GOVERNMENT OF THE REPUBLIC OF VANUATU

MINISTRY OF EDUCATION AND TRAINING
2023 ANNUAL REPORT

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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

Foreword from the Director General

Dear Honourable Minister,

I have the honour to submit to you the 2023 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.

I am privileged to present to you this comprehensive report on the achievements and challenges faced by the Ministry of Education and Training (MOET) during the unprecedented events of the year 2023. The impact of twin tropical cyclones, Judy, and Kevin, followed by Tropical Cyclone Lola, tested the resilience of our ministry, and posed unforeseen challenges to the implementation of our carefully devised 2023 Business Plan.

Cyclone Impact on Vanuatu:
The twin cyclones, Judy, and Kevin, and subsequently, Tropical Cyclone Lola, unleashed widespread destruction in the provinces of Shefa, Tafea, Penama, Sanma and Malampa, disrupting the normal functioning of life. The Ministry of Education bore the immediate brunt of these calamities, resulting in an urgent interruption to the seamless execution of planned activities outlined in our 2023 Business Plan.

Ministry of Education's Response:
In the aftermath of these catastrophic events, the Ministry of Education and Training acted swiftly to assess the situation. A Post-Disaster Needs Assessment (PDNA) for the twin cyclones was meticulously compiled, highlighting the critical recovery needs. This assessment was promptly submitted to the Department of Strategy Planning and Coordination (DSPAC) for comprehensive evaluation and assistance.

Recovery Plan for Education:
Understanding the paramount importance of education in community rehabilitation, MOET has formulated a comprehensive recovery plan. This plan is meticulously designed to address the challenges posed by the cyclones and prioritizes the continuity of education and training for every segment of the population, encompassing children, youth, and adults.

It is worthwhile to note the main challenges encountered by the Ministry in 2023, the measures taken to mitigate the issues and ways forward for the coming year. These are highlighted in the table below.

Table 1: Challenges encountered.

Main Issues of 2023	Progress Made	Way forward

• In 2023, our organizational efforts were significantly impeded by the devastating impact of Tropical Cyclones Judy, Kevin, and Lola, which caused substantial delays in the implementation of our planned activities outlined in the business plan.	• The Ministry of Education and Training (MoET) has collaborated closely with the Department of Strategy and Planning Coordination Unit to compile comprehensive Post-Disaster Needs Assessment (PDNA) data. MoET's commitment to facilitating the swift and efficient recovery of the education sector in the aftermath of natural disasters	• By committing to completing these activities within the first quarter of 2024, we aim to address the challenges encountered in 2023 effectively and advance towards achieving our organizational objectives with renewed focus and determination.
• Furthermore, the instability within the government further exacerbated these challenges, hindering our ability to execute the 2023 Business Plan effectively.	• Despite these formidable obstacles, we remain steadfast in our commitment to overcoming adversity and advancing our mission with resilience and determination	
• Internal governance dispute between TSC & MoET	• Issue has been dealt with by the court	•

Having said this may I also take this opportunity to thank the team of people who have worked tirelessly in addressing these issues and realizing the changes and achievements that have taken place in 2023. First, the outgoing Hon. Ministers responsible, for not only rendering us 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 Acting Secretary to the TSC, the Provincial Education Officers and all senior and junior staff have all contributed in their unique ways in realizing these positive changes.

As we move forward, MOET is unwaveringly dedicated to the successful execution of the recovery plan, fostering a sense of hope and continuity for the people of Vanuatu. We extend our heartfelt appreciation to all those who have supported us during these trying times.

Yours Sincerely,

Bergmans Iati
Director General, Ministry of Education and Training

1. Corporate Structure

Until 2006, the MoET'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 MoET 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 of the structure in 2009 saw the inclusion of one more Director Position which brings the total directorate positions in the MoET 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 organisational 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.

Below is a copy of the approved 2014 MoET organizational structure. The consultation and review 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 legislation, to better address the current MoET policies and the MoET priorities, as outlined in the Education and training sector plans.

Figure 1: Re-done MoET Organizational Structure (Approved by PSC in 2014)
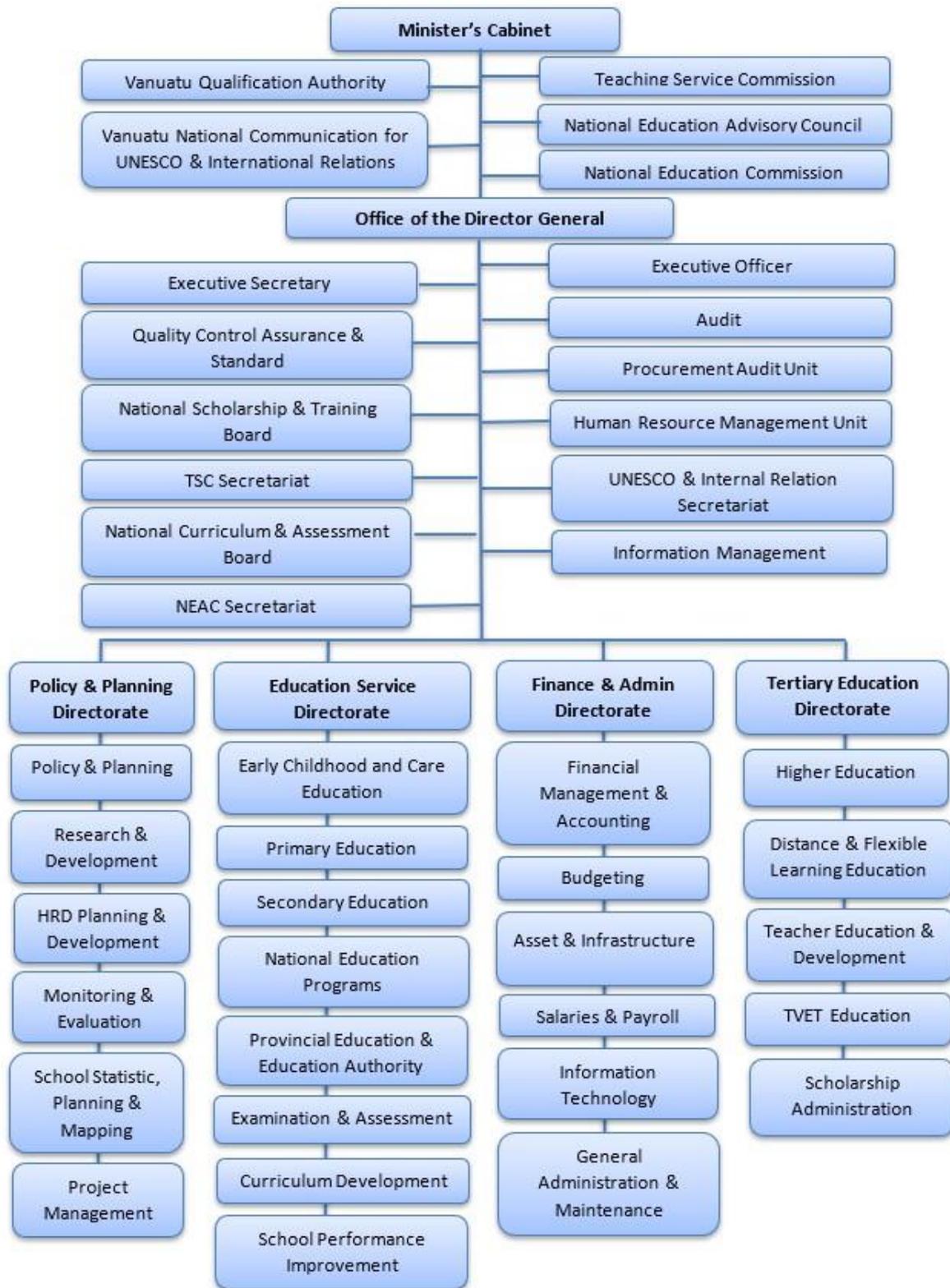
2. Corporate Overview

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, Preschool, and basic education to year 10, including literacy, numeracy, life skills, 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 that 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.

3. Summary of Key Achievements against the Corporate Plan 2022-2026 Outcomes, by Pillar

In implementing its 2023 Business Plan, the Ministry of Education and Training has made strides towards achieving the outcome of the corporate plan. See table 1 beneath.

Table 2: Summary of Achievements by Outcomes and by Pillars

Corporate Plan Key Pillars	Key achievements against Corporate Plan outcomes, by Pillar

Summary of Key Achievements Against CP Outcome under Key Pillar 1 – (Equitable Access to education is improved).	**Outcome 1. Increased and equitable access opportunities for children to attend schools.**

Outcome 1. Increased and equitable access opportunities for children to attend schools.

- The principals' refresher training on financial procedures has been successfully delivered. These accomplishments highlight significant progress towards enhancing educational infrastructure and resources in the targeted communities. Principals were reminded to comply with School Financial Management Manual and other finance regulations.
- Overall Enrolment in Schools (2023 Academic Year) Total 100,155 pupils (ECCE – Secondary).

School Grants – Tranches 1,2 & 3 paid to schools (Government & Non-Government Assisted school):

Type of Grant	Grant & Tuition Fee subsidy Rate (VUV)	Schools/ Students Benefited
ECCE Grant	9,000 VT	413 ECCE Schools / 8,950 Children (Aged 4 & 5)
Primary School Grant	8,900 VT	403 Primary Schools / 60,995 Children (Year Levels 1-6)
Secondary School Grant	8,125 VT	80 Secondary Schools / 23,299 Students (Year Levels 7-14)
Year 7-13/14 Tuition Fee Subsidy	42,000 VT	123 Schools / 23,740 Students (Year Levels 7-13/14)
Year 12, 13 & 14 Examination Fee Subsidy	As per number of subjects	52 Schools / 1,972 Students (Year Levels 12-14)
PSET Tuition Fee Subsidy Semester 1	21,000 VT	5 PSET Providers / 1,912 Registered Trainees

Donor Funded Grant

Type of Grant	Tuition Fee Subsidy Rates (VUV)	Schools/Students Benefited
Primary Non-Government Tuition Fee Subsidy Term 1 & 2	28,000 VT	9 Non-Government Primary Schools / 1,834 Students
Secondary Non-Government Tuition Fee Subsidy Term 1 & 2	28,000 VT	10 Non-Government Secondary Schools / 1,226 Students

Outcome 2. School infrastructure and associated assets meet relevant standards to support student access.

- The procurement of furniture for an:
  - 8-room, 2-storey building at the new Beverly Hills Primary School is completed.
  - Additionally, the construction projects at various schools have progressed significantly: Alowaru Primary School's 3 new classrooms and 1 admin/office, as are the constructions of 2 new classrooms each at Lolovoli Primary School, Wasine Primary School, and Vanue Marama Primary School.

- o Amelvet Junior Secondary School, Malekula: Construction of 4 classrooms + office and 1 dining hall is complete.
- o Procurement of furniture for 4 classrooms + office and 1 dining hall is complete.
- o Farun Primary School, Malekula: Construction of 2 classrooms + office, 2 ablutions (boys & girls), and stairway is complete.
- o Procurement of furniture for 2 classrooms + office is complete.
- o Bombua Junior Secondary School:
- o Procurement of furniture for 4 new classrooms, 2 offices, 1 boys' dormitory, and 1 girls' dormitory is complete.
- o New Show Ground Primary School:
- o Construction of 2 classrooms and 1 office is complete.
- o These accomplishments signify progress in infrastructure development and enhancement of educational facilities across different schools in Malekula.

- **Procurement:**
  - Procurement Manual approved by MoET Senior Management.
- **School Audits:**
  - 10 schools audited in Tafea Province, with draft audit reports submitted.
  - 2 surprise audits conducted on Tanna.
- WASH monitoring framework by uploading of 3- star monitoring.
  - Print Primary School and Secondary school's toolkit.
- Asset master plan develop.
- In 2023, significant progress has been made in the establishment and evaluation of various educational institutions across the island.
- The School Maintenance Manual has been successfully developed, approved, printed, and distributed to relevant stakeholders. Additionally, Training of Trainers (TOT) sessions have been conducted to ensure proficient utilization of the manual.
- Schools have undergone training in utilizing Open VEMIS for the input of financial data and the extraction of financial reports.
- The prioritization of the roll-out of SFMM Principals Training has been emphasized, reflecting the commitment to enhancing leadership capabilities within educational institutions.

Outcome 3. Enhanced community engagement to support schools' access and disaster mitigation.

- **Principals' Refresher Training**:

Successful delivery of refresher training on financial procedures for principals, emphasizing compliance with financial regulations such as the SFMM. This initiative contributes to the enhancement of educational infrastructure and resource management in targeted communities. Plans are in place to extend this training to remaining principals, ensuring widespread understanding and adherence to financial protocols.

- **Recruitment:**
  Completion of recruitment for 2023, with 30 positions filled. This achievement ensures the continuity of staffing requirements and supports the effective functioning of educational institutions.

- **Performance Management**:
  Submission of Performance Agreement Reports for Directors-General and Directors to the Office of the Public Service Commission (OPSC), reflecting adherence to performance management processes and accountability measures.

- **Annual Reporting**:
  Submission of the final 2022 annual report to the Public Service Commission (PSC), demonstrating transparency and accountability in reporting educational activities and outcomes. Additionally, compilation of the 2022 annual financial report for Senior Management Team (SMT) approval, ensuring comprehensive financial oversight and planning. Confirmation of final grant payments to schools and provincial offices signifies the completion of financial transactions, supporting operational continuity and resource allocation.

- **Policy and Handbook Finalization**:
  Accomplishments include the finalization of the school-Based Disaster Risk Reduction (SBDRR) handbook, approval and endorsement of the Education in Emergency policy, and recruitment for the Child Safe Guarding post. These initiatives enhance safety protocols and emergency preparedness within educational settings.

- **IT Policy Development and Training**:
  Finalization of the IT Policy and provision of training in its implementation signify progress in enhancing information technology governance and security measures within the Ministry of Education and Training (MoET).

- **GPE Support**:

  Component 1:
  Successful completion of 150 reading book titles and supplementary literacy resources by Curriculum Development Unit (CDU) team. Digitalization of resources onto 3200 SD cards for distribution to ECCE and primary schools. Distribution of SD cards, banners, and Inclusive Education (IE) posters to government and

government-supported schools. Printing and distribution of 138,987 reading books and 7696 posters/flip charts/teacher's notes. Beneficiaries include 44,795 students and 967 schools reached. Disaster-resistant storage containers used as classroom libraries.
Monitoring and evaluation conducted, revealing positive impacts on reading book availability and student engagement.

- **Component 2:**
  Engagement of Provincial Inclusive Education Coordinators (PIECs) in providing inclusive education services.

  Screening and support provided to 11,606 children with disabilities, with 28% having Individual Education Plans (IEPs).

  Training of 2,040 teachers in inclusive education practices exceeded target.

  PIECs collaborated with parents, facilitated assistive device procurement, and participated in policy review.

  Progress made in construction of Inclusive Education Resource Centre (IERC), with completion expected in May-June 2024.

  Overall, significant achievements have been made in the development, distribution, and implementation of literacy resources and inclusive education practices, contributing to improved learning outcomes for students across Vanuatu.

  Ongoing consultation and procurement underway for Inclusive Education Resource Centre (IERC) resources.

  Recruitment of Sign Language Development Coordinator for Sign Language Dictionary.

  Final stages of production for parental testimonials video advocating for inclusive education.

  Collaboration with Ministry of Education and stakeholders to merge inclusive education activities with MoET activities.

- **Component 3:**
  Recruitment of lecturers for National University of Vanuatu (NUV) School of Education completed.

  Weekly check-ins established between SCV and NUV to ensure payroll allocations.

  Development of work plans and reporting templates for lecturers to track progress.

  Progress made in course development for ECCE, primary, and secondary education.

Request for no-cost extension to allow more time for lecturer development and construction of IERC.

Weekly supervision of construction works to ensure adherence to accessibility and safety measures.

Regular reporting to MoET and Grant Agent on progress and challenges faced.

- **Support From VESP**:
  In 2023, under Pillar 1 of VESP-supported activities, significant strides were made to fortify inclusive education practices, bolster community support for education, and enhance disaster resilience within the Ministry of Education and Training (MoET). Out of the seven sub-activities undertaken, five were achieved or surpassed their planned targets. Notably, VESP played a pivotal role in drafting and reviewing the Inclusive Education (IE) Policy and facilitating the distribution of IE resources to Model Inclusion Schools (MIS). Through initiatives like the Parent Support Program and Mama's Literacy Program, impactful training workshops were conducted, as evidenced by surveys indicating positive changes in participants' capabilities to support early childhood learning and care.

- Moreover, VESP collaborated with MoET in responding to the aftermath of three tropical cyclones, promptly assessing and addressing sector needs during both the immediate and long-term recovery phases. Efforts were made to reinforce MoET's resilience against future disasters, including the review of disaster recovery plans and Infrastructure Guidelines for Primary Schools. These achievements underscore VESP's commitment to fostering inclusive education, community engagement, and disaster preparedness within the education sector.

- It is important to acknowledge the invaluable support we received from other key partners and stakeholders to implement the MoET corporate plan through the execution of our 2023 business plan. The assistance provided by these organizations such as the Ministry of Foreign Affairs and Trade (MFAT), the United Nations Children's Fund (UNICEF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), as well as the governments of China and Japan, supports the delivery of the intended services the MoET has planned for.

- Their collaboration, expertise, and resources contributed significantly to the success of various projects and initiatives outlined in our business plan. From funding support to technical assistance and knowledge sharing, their contributions helped us navigate complex issues, innovate solutions, and expand our impact. While we regret that the report was not made available in a timely

Summary of Key Achievements Against CP Outcome under Key Pillar 2 – (Quality Education delivery is improved).	Outcome 4. Enhanced MoET Policy Framework applied.
	• **Language Education and Literacy Promotion:**
	Despite challenges with finalizing language policy guidelines, collaborative efforts between VESP, CDU, and MoET have led to the development of draft guidelines and interim measures to support language instruction in schools. Initiatives include the formulation of a draft guideline for schools, interim guidelines, and plans for a survey to understand language usage by teachers and optimal learning methods for children. Additionally, consultations on bilingual/plurilingual education policies have been conducted, demonstrating a proactive approach to addressing language instruction complexities.
	• **Policy Development and Educational Training Initiatives:**
	Significant strides have been made in policy development and educational training initiatives to enhance teaching methodologies and curriculum standards. Achievements include raising awareness of policy guidelines, providing technical support to Directorates for policy formulation and implementation, and conducting teacher training sessions on updated teaching principles. Notable efforts also include the Curriculum Improvement Program (CIP), revision of the ECCE curriculum, and formulation of primary school policy guidelines, all aimed at improving educational standards and leadership.
	• **Information and Communication Technology (ICT) Infrastructure:** MoET has demonstrated exceptional progress in enhancing its ICT infrastructure and services. Key achievements include the development of the concept for the PSET ICT policy, execution of preventive maintenance at all levels, timely submission of reports, and maintenance and support of critical ICT services such as government email, VoIP, and servers. Additionally, upgrades and restructuring of the MoET Datacentre, along with IT helpdesk support, have ensured operational efficiency and accessibility of ICT resources.
	Outcome 5. Improved learning outcomes across all year group
	• Significant progress has been achieved in various aspects of assessment and educational development at the national level. Notable accomplishments include the successful execution of the National Subject Panel Meeting, the development and trial of the VANSTA monitoring test, and the establishment of provincial Data Clubs. Capacity building initiatives, such as hosting the National Subject Teachers Conference and implementing assessment mechanisms for Year 13 Anglo and 4D License, have contributed to enhancing professional development. Examination and assessment processes have been efficiently managed, encompassing tasks such as designing examination papers, conducting internal assessments, and verifying program accreditation to ensure quality assurance. Additionally, resource development efforts, including the

creation of a soft Item Bank for assessments, have fostered collaboration and knowledge exchange with regional and international partners, further enhancing educational outcomes and standards nationwide.

- The collaborative efforts of various components within the program have resulted in significant achievements in advancing literacy resources and inclusive education practices across Vanuatu. Through the Curriculum Development Unit's (CDU) initiatives, 150 reading book titles and supplementary resources were successfully developed and distributed to 44,795 students in 967 schools, enhancing reading book availability and student engagement. The digitalization of resources onto 3200 SD cards further ensured accessibility, particularly during times of disaster. Additionally, the engagement of Provincial Inclusive Education Coordinators (PIECs) facilitated screening and support for 11,606 children with disabilities, surpassing training targets for 2,040 teachers in inclusive education practices. Progress in the construction of the Inclusive Education Resource Centre (IERC) and recruitment of lecturers for the National University of Vanuatu (NUV) School of Education reflects a commitment to long-term sustainability and educational development. Ongoing consultation and collaboration efforts with stakeholders reinforce the program's dedication to merging inclusive education activities with Ministry of Education and Training (MoET) initiatives, ensuring comprehensive support for students and educators alike.

- **VESP support:**
  In 2023, the Vanuatu Education Support Program (VESP) focused on enhancing education quality by providing teachers with necessary skills for implementing the curriculum and associated teaching principles. Achievements included developing the Curriculum Improvement Program (CIP) and training packages for teachers and school leaders, alongside revising the ECCE curriculum. Initial findings from the Curriculum Improvement Monitoring Tool (CIMT) showed 46% of surveyed school leaders implementing the new curriculum. Despite student performance declining between 2019 and 2021 due to factors like COVID-19 and Tropical Cyclone Harold, a study supported by VESP identified these issues. Disparities in quality and results between school types were noted, with church-led schools assisted by the government performing better. Additionally, boys consistently underperformed compared to girls across all parameters. These findings informed VESP's 2024 Annual Plan, emphasizing continued collaboration with the Ministry of Education to improve education quality in Vanuatu.

Outcome 6. Teachers and school leaders engaged and support learning in schools.

- The results of internal and external assessments for both Anglophone and Francophone students demonstrate notable achievements and progress in educational advancement. In the Anglophone sector, a significant number of students successfully transitioned from Year 10 to Year 11, with 2169 securing space for further

	education and training. Additionally, Year 12 and Year 13 examinations saw commendable outcomes, with a considerable portion of students passing and being placed in Post-Secondary Education Training (PSET) programs, showcasing their readiness for higher education and vocational training.
	• Similarly, Francophone students exhibited commendable performance across various levels. The success rates in the Year 10, Year 12, and Year 13 examinations reflect a strong foundation in academic progression, with a notable number of students securing space in higher education or PSET programs. The provision of scholarships and placements in PSET training providers further underscores the commitment to facilitating educational opportunities and enhancing students' prospects for future endeavours.
	Overall, the outcomes of internal and external assessments highlight the program's dedication to fostering academic excellence and providing pathways for students to succeed in their educational journey and beyond

Summary of Key Achievements Against CP outcomes under Key Pillar 3 – (Management is improved).	Outcome7. MoET strategic management processes implemented at the central and school level.
	- The Ministry of Education and Training (MOET) is actively progressing towards the development and implementation of its result framework, pending the finalization of the corporate plan. This foundational document will inform the formulation of MOET's Monitoring and Evaluation (M&E) plan, ensuring alignment with strategic objectives for effective monitoring and continuous improvement. - The Planning, Programming, and Development (PPD) team, in collaboration with the Finance team, conducted brief sessions to inform the Senior Management Team and activity managers on planning and budgeting. Ongoing support in planning and M&E is provided at both central and provincial levels, facilitating the compilation and finalization of business plans. - Efforts to ensure transparency and accountability are evident through audit activities, including audits conducted in Tafea Province and surprise audits on Tanna. The transfer of a Senior School Auditor to another position at PSC, along with the completion of audit field work and submission of draft and final audit reports, reflects the commitment to enhancing governance and financial management practices. - Quarterly and annual reports are diligently coordinated and submitted to PSC, while effective collaboration between the M&E team and Project Support Unit, VESP, and other programs ensures streamlined reporting and evaluation processes. - Furthermore, staff performance reviews and appraisals have been completed, contributing to organizational effectiveness. The thorough analysis of the 2022 Annual Budget and Expenditure reporting demonstrates fiscal responsibility and stewardship of resources. Overall, the successful implementation, monitoring, and reporting of Early Childhood Care and Education activities highlight MOET's commitment to achieving its strategic objectives and promoting educational excellence across Vanuatu.
	Outcome 8. System of devolution applied.
	The Ministry of Education and Training (MoET) has made significant strides in enhancing its organizational structure and personnel management practices. The ongoing review of the Education Act reflects the commitment to modernizing education policies, ensuring alignment with current needs and priorities.

- Proposals for the restructure of the Education Service Department (ESD) at both central and provincial levels have been presented to the Senior Management Team (SMT), aiming to optimize efficiency and effectiveness in service delivery. Additionally, efforts to address prolonged probationary periods for teachers and to review teachers' employment status demonstrate a commitment to improving workforce management and ensuring fair employment practices.

- Critical reviews of the Teacher Service Commission (TSC), ESD, Policy and Planning Unit (PPU), and tertiary education structures highlight a concerted effort to streamline organizational functions and align them with evolving educational needs. This includes aligning the Government Remuneration Tribunal (GRT) with the GRT Determination, ensuring transparency and compliance with regulatory requirements.

- Collaboration with the Human Resources (HR) Unit to review the Curriculum Development Unit (CDU) structure reflects a proactive approach to organizational development. Furthermore, the implementation of continuous professional development and capacity-building initiatives within CDU underscores a commitment to enhancing staff skills and competencies.

- Moreover, the submission of Individual Work Plans to the Public Service Commission (PSC), performance agreements for Directors General (DGs) and Directors, and performance appraisals for all MoET staff demonstrate a commitment to accountability and performance management. Training and refresher programs provided to employees further contribute to fostering a culture of continuous learning and professional development within MoET.

Overall, these efforts signify progress towards building a more efficient, transparent, and responsive education system in Vanuatu.

Outcome 9. MoET aligned to international and national strategies.

- The Ministry of Education and Training (MoET) has successfully conducted an internal planning and budgeting brief session, engaging the Senior Management Team and managers to discuss the 2024 Business Plan and associated timelines. This session facilitated alignment and understanding of strategic priorities and resource allocation among key stakeholders within the ministry. By fostering collaboration and transparency, MoET aims to effectively implement its business plan, ensuring efficient utilization of resources and timely achievement of objectives. This initiative reflects MoET's commitment to strategic planning and governance, laying the foundation for continued progress and excellence in educational service delivery across Vanuatu.

  Furthermore, MoET's alignment with international and national strategies underscores its dedication to addressing global and local education priorities. By integrating its plans with international frameworks such as

	the Sustainable Development Goals (SDGs) and regional education agendas, MoET ensures its efforts are in line with broader development objectives. At the national level, MoET aligns its strategies with the government's educational policies and priorities, contributing to the overall advancement of Vanuatu's education sector. This alignment enhances the effectiveness and impact of MoET's initiatives, ultimately benefiting students, educators, and communities across the country.
	Outcome 10. MoET using data and information to guide management and resource decisions.
	• The Ministry of Education and Training (MoET) has made significant strides in advancing towards the outcomes outlined in the National Sustainable Development Plan (NSDP). Through the conduct of the Joint Sector Review (JSR) meeting, MoET has fostered collaboration and coordination among key stakeholders, enhancing the effectiveness of education sector initiatives.
	• Furthermore, MoET has provided crucial planning and Monitoring & Evaluation (M&E) support to Provincial Education Officers, facilitating the development and implementation of provincial education plans aligned with national priorities. The production and submission of the 2022 Annual Report, as well as quarterly progress reports, demonstrate MoET's commitment to transparency and accountability in reporting its progress and achievements.

Moreover, MoET has undertaken comprehensive reviews and updates of its Results Framework and the implementation plan for the Outcome and Outputs Verification (OV) system. By finalizing these plans and producing monitoring reports, MoET ensures the effective implementation and evaluation of education programs and interventions, contributing to the overall advancement of NSDP objectives.

4. Summary of progress against the Corporate Plan 2022-2026 programs by Pillar

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 2023. The table beneath sums up the overall progress made against the programs of the MoET Corporate Plan: 2022-2026.

Table 3: Summary of Progress against Corporate Plan Programs

Summary of Progress Against Corporate Plan Programs under Key Pillar 1: (Equitable Access to education is improved)		
Corporate Plan Programs:	**Progress in reporting period (Jan – Dec 2023)**	**Cumulative progress / way forward**
Program 1 - School Financial Management Manual are updated.	The SFMM training rollout represents a significant step forward in our ongoing efforts to strengthen financial management practices within our educational ecosystem. We are confident that this initiative will yield long-term benefits for our schools, principals, staff, and most importantly, our students. • School Fee Structure Regulation Order reviewed. • Government and Development Grant guide is developed/Stimulus package distributed	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

| Program 2 - Grants are disbursed according to work plan | • **ECCE Grant:**
The ECCE Grant, totalling 99,466,800 VUV, was allocated to 413 ECCE schools, benefiting 8,950 children aged 4 and 5. This grant aims to support early childhood care and education, ensuring access to quality education for young children across Vanuatu.

• **Primary School Grant:**
With a total funding of 464,095,620 VUV, the Primary School Grant was distributed among 403 primary schools, catering to a significant enrolment of 60,995 students. This grant plays a crucial role in providing financial assistance to primary schools, facilitating the delivery of quality education at the foundational level.

• **Secondary School Grant:**
The Secondary School Grant amounted to 212,052,695 VUV and was allocated to 180 secondary schools, serving 23,299 students. This grant contributes to enhancing the quality of education and infrastructure in secondary schools, ensuring equitable access to education for all students.

• **Year 7-13/14 Tuition Fee Subsidy:**
The examination fee subsidy, totalling 72,393,195 VUV, was provided to 52 schools, supporting 1,912 students. This subsidy ensures that students are not burdened by examination fees, enabling them to focus on their studies and academic performance.

• **Primary and Secondary Non-Government Tuition Fee Subsidy:**
Both primary and secondary non-government tuition fee subsidies, amounting to 51,352,000 VUV and 34,328,000 VUV respectively, were distributed to eligible schools, benefiting a | Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report |

	total of 3,060 students. These subsidies contribute to promoting inclusivity and access to education across different types of schools.	
	• **PSET Tuition Fee Subsidy Semester 1:** The PSET Tuition Fee Subsidy, totalling 40,152,000 VUV, was allocated to 5 post-school education, and training providers, supporting 1,912 registered trainees.	
	• This subsidy scheme aims to enhance vocational and technical education, providing valuable skills and training opportunities to students beyond the secondary level.	
	• Overall, the Ministry of Education and Training's efforts in distributing grants and tuition fee subsidies demonstrate its commitment to improving access to quality education and reducing financial barriers for students across Vanuatu. These initiatives play a crucial role in ensuring equitable education opportunities and fostering the development of human capital in the country.	
	• A substantial amount of 1,119,813,591 VUV was allocated to provide tuition fee subsidies to 123 schools, benefiting 23,740 students in Year 7-13/14. This subsidy scheme plays a vital role in reducing financial barriers to education, particularly for students in higher grades.	
Program 3 - School Grant Code updated	• Report on Grants and Fee Subsidies paid to schools and institutions is produced and the PEO confirm final batch of school grant.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 4 - Equitable access to quality education is monitored.	• Liaise with respective units to ensure required need are capture in OV.	Some of the achievements outlined above were on track for implementation in 2023, with

	• Reviewed OV implementation plan 2023. • Liability inspection report produced and finalised payment documents. • Tender noticed prepared, approved, and advertised. • Confirm funding from DoFT and collection and registration of bids submissions.	further updates to be provided in the next Annual Report
Program 5 - School MQS reviewed and update.	• Instruction & Enforcement of 1 teacher to 30 students ration or below has been complete. • Provincial baseline data collection against the (MQS) has been complete for Torba Province • Instruction notes drafted and informed schools. • Instruct & enforce 1 teacher to 25 students' ratio. • Proper and secure fence • Build one (1) model Vocational Training Centres VTCs	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 6 - School Maintenance Manual is reviewed and updated	• School maintenance Manuel complete and TOT training provided to schools. • Continuous collaboration with VESP and OGCIO for the Trueconf Application and distribution to 20 schools in each province. • Report provided on the on-demand support in the form of advice and guidance given to schools on their ICT development plans	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 7 - Asset Master Plan is developed and approved	• SBM unit submit the survey schedule for Shefa. • Follow up the survey report. • Finalize and present the survey report. • 20 schools land records updated on Open VEMIS • 4 schools in Tafea and 4 schools in Shefa are visited. • PSET asset master plan developed. • PSET Providers land lease secured and registered	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

Program 8 - School Pluming Maintenance Manual reviewed and updated	• PSET providers plumbing Training conducted	Need to define specific roles and responsibilities for community and vital stakeholders.
Program 9 - Children have equitable access to schools	• Contract management of 10 schools WASH in School facilities. • Enhanced Learning Resources and Facilities: Significant improvements have been made in enhancing learning resources and facilities for inclusive education. • Teacher Training and Skill Development: Both inclusive education teachers and mainstream teachers have undergone substantial improvement in their skills and knowledge. • Awareness on inclusive policy is conducted to ECCE. • Improved Understanding within Schools: There has been noticeable enhancement in the understanding of inclusive education within schools. • Policy Review: A comprehensive review of the inclusive education policy has been conducted, reflecting a commitment to continuous improvement. • Professional Development: Bi-annual national professional development sessions for Provincial Inclusive Education Coordinators have been successfully conducted, contributing to capacity building. • Implementation of IE Practices: Inclusive education practices have been effectively implemented in Shefa & Penama Schools, demonstrating tangible progress in real-world application.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 10 - Children have equitable access to HPS and WASH in Schools (WinS) facilities	• Development of a WASH in School Policy • Ensure Inclusion of WASH in School Strategic Plan • Finalise and disseminate WASH facility guide. • Strengthening the WASH monitoring Framework • Education toolkit contextualised for secondary schools. • Quarterly WINS steering Committee meetings conducted. • School WASH package developed. • Development of WINS provincial Training package	• Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report.

	• Support Penama on WINS Provincial plans and reviews	
Program 11 - Existing schools are rationalized and areas of need for new schools are justified	• Behind schedules • The NSIDP policy is yet to be presented to COM for approval. • Conduct and deliver 10 school assessment reports by December	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 12 - Strengthen community engagement	• Joint Sector Review (JSR) meeting, resulting in the production of a comprehensive JSR Aid Memoire. • Joint Planning • Number of PSP Task- Force and Community training conducted in Torba, Sanma, Penama, Malampa, and Shefa • Tools and equipment for Cert 2 are funded by VSP for accredited programs. • Awareness on relevant policies in all Vocational Training Centres at the provincial level are conducted	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 13 - Strengthen Disaster Risk Reduction and Management (DRRM)	• Recruitment of the EIE coordinator supported. • Education in Emergency Policy reviewed. • Strengthen School Base Disaster Risk Reduction • Support the review of the SBDRR handbook. • SBDRR Monitoring tools develop and TOT Training • . Education in Emergency Policy is disseminated to all PTCs and PSET providers. • Implementation of the Disaster Contingency Plan within all PSET providers • Coordination of data collection and analysis to support disaster responsiveness	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report Joint assessment by the PSET Support Committee that will be addressed in 2024
Program 14 - Reduction in the number of the out of School Children	• Data on Out of School Children compiled and uploaded unto PSET MIS Database • Training support for PSET Institutions and technical staff undertaken	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 15 - Elimination of Grade Repetition	• Overcrowd in Urban School reduced. • awareness conducted to schools on grade repetition	Some of the achievements outlined above were on track for implementation in 2023, with

		further updates to be provided in the next Annual Report (AR)

Summary of Progress Against Corporate Plan Programs under Key Pillar 2: (Quality Education Delivery Is Improved)		
CP Programs:	**Progress in reporting period (Jan – Dec 2022)**	**Cumulative progress / way forward**
Program 16 - Review and implement National Education Language Policy by 2023	• Target for this activity was not fully achieved, because the language policy guidelines have not yet been finalised by MoET. • Instead, VESP supported CDU to finalise a draft guideline for schools providing an overview of the language of instruction. This document will provide the content for a national advocacy strategy to be rolled out to school communities next year. The guidance will look at what languages students should learn to read and write. • VESP supported MoET to write interim guidelines to give certainty to schools and developed a draft prototype. • In 2023, VESP will work with CDU to develop a survey to find out what language's teachers are using to teach children and how children best learn in a multilingual society. • Reading in school is promoted by distributing new reading books to ECCE, year 1,2 & 3. • The bilingual/plurilingual education policy and system consultation meeting • National literacy & numeracy panel meeting conducted. • National subject panel meeting conducted	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 17 - Policy development guideline is developed and implemented	• The Policy Development Guide awareness completed. • Technical support provided to Directorates for policy development. • Significant progress made with several policies finalized and launched. • Some policies still in development with further work scheduled for 2024.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report. It is recommended for all directorate report on policy development process on a quarterly basis

	• Teachers training to implement teaching principles. • Development of the curriculum Improvement Program (CIP) and training package for schools' leaders, alongside revising the ECCE curriculum • 46% of surveyed school leaders implementing the new curriculum. • Primary school Policy guideline	
Program 18 - ICT Policy is updated and implemented by 2030	• Concept on PSET ICT policy is developed. • IT Preventive maintenance carried out at all levels. • MoET Central Offices reports submitted in July 2023. • One preventive maintenance carried in each (6) provinces. • MoET Provincial Offices submitted their reports in May & October 2023. • Support and maintenance provided to keep government email service 98% online and accessible to MoET staffs and schools (government and government-assisted schools • Support and maintenance provided to keep government VoIP service 98% online and accessible to users. • Support and maintenance provided to keep MoET Management Intranet website 98% online and accessible to MoET users. • Support and maintenance provided to keep MoET public website 98% online and accessible to MoET staffs, schools, students and public always. • MOET Datacentre Upgrade, Restructuring of MOET servers, Backups, and offsite Storage. • Support and maintenance provided for MoET servers and backup servers to be always 98% operational and accessible to MoET staffs. • Support and maintenance provided for MoET Time Attendance system to be always 98% operational and accessible to MoET staffs and produce timely attendance reports when needed.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

	• Support and maintenance provided for PacSIMs application system and its server to be always 98% online and accessible to EAU users. • IT Helpdesk support to MoET staffs at the central offices down to the province and school level on network issues, equipment issues and other ICT issues is 98% satisfactory throughout the year.	

Program 19 - Assessment practices are harmonized.	• National subject panel meeting conducted.
	• **Assessment Development and Implementation:**
	  - Conducted National Subject Panel Meeting.
	  - Developed and trialled VANSTA monitoring test (5th cycle).
	  - Held VANSTA and PILNA Data Mining workshop.
	  - Organized VANSTA & PILNA Dissemination of results workshop.
	  - Reviewed VANSTA Methodological.
	  - Established 6 provincial Data Clubs.
	  - Provided Teacher and Provincial Training on the use of ARTTLe.
	  - Developed ARTTLe Training and implementation Guide (ToT).
	  - Created Additional Lesson activities in ARTTLe.
	  - Developed a National Moodle platform including VSSC, ARTTLe, VNSC/CNES, and Year 10.
	• **Capacity Building and Professional Development:**
	  - Hosted a National Subject Teachers Conference.
	  - Developed Class Base (K-13) Attainment Monitoring mechanism.
	  - Implemented relevant assessment mechanisms for Year 13 Anglo and 4D Licence.
	  - Conducted Year 13 Anglophone examination and assessment.
	  - Supported the improvement of National Maths and Science performance for Year 10.
		Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

	• **Examination and Assessment Processes:**
	  - Developed assessment resources for Year 13.
	  - Managed enrolment for Year 10, 12, 13 2023 exam candidates.
	  - Tagged Year 12 and 13 IA and EA into PacSIMs.
	  - Conducted induction of Years 10, 12, 13 provincial teachers on IA program and 2022 exam results.
	  - Designed, Moderated, and Independently checked Year 10, 12, 13 Examination papers.
	  - Coordinated, facilitated, designed, and implemented Year 10, 12, 13 Internal Assessment.
	  - Verified Internal Assessment program and Tasks in all Provinces.
	• **Accreditation and Quality Assurance:**
	  - Accredited Schools in the Province.
	  - Accredited Programs (Year 11-13 Anglophone & Francophone) to ensure Harmonization.
	  - Accredited national programs with regional and international Universities with support from EQAP.
	  - Examination Administration and Result Processing:
	  - Managed Examination paper Printing, Checking, Packaging, Labelling & Dispatching scripts.
	  - Oversaw Marking, Data Entry, Integrity Checks, IA/EA upload, and processing of results.
	  - Conducted Selection and Placement, Publication of results, and Certification of Qualification.
	• **Resource Development and Collaboration:**
	  - Developed a soft Item Bank for VANSTA and Year 10, 12, 13 Qualification.
	  - Facilitated attachment of officers with EQAP for collaborative efforts and knowledge exchange.	

Program 20 - Schools use the relevant national curriculum	• PSET Curriculum is developed. • Data on Non accredited courses from PSET Providers are collected. • Appropriate National curriculum Materials are provided to schools	• Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 21 - Vanuatu National University Act is developed and implemented	No update provided by National University (NUV)	
Program 22 - Post-School Education and Training Policy is updated and implemented	• Improving Science Learning in the Pacific through PeP (eLearning) Program with Catalpa International • MoET HRD Capacity Assessment Tool develop. • PSET providers identified, and Partial scholarship policy developed & Scholarship awarded to PSET Trainers	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report Re-strategizing data collecting for the development of HRD databases is required, which will lead to the development of HRD capacity assessment tools. More update in the next AR
Program 23 - National Teacher Qualification upgrade policy is developed and implemented	Innovation Project: Implementation of the Teacher Induction Policy as part of an innovation project. • Secondary School Guideline: Development and implementation of guidelines for secondary schools. • Teacher Development: 5% of ECCE teachers in Vanuatu have been enrolled in teacher development trainings, with an ongoing commitment to continue training for another 5%. • Teacher Contract Placement: Approval and placement of ECCE teachers on three-year contracts. • Recruitment Process: Recruitment of ECCE Key Teachers through an Internal Provincial recruitment process across various provinces. • **Provincial Breakdown:** Torba: 11 Key Teachers recruited.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report TSC did not provide any report on the progress of the data

	Penama: 12 Key Teachers recruited. Sanma: 16 Key Teachers recruited. Malampa: 15 Key Teachers recruited. Shefa: 16 Key Teachers recruited. Tafea: 15 Key Teachers recruited. ECCE Centre Registration: Registration of ECCE centres under the correct authorities and training of teachers on the revised ECCE curriculum program. Phonics Program: MEOs and teachers on the Phonics Program. Classroom Practices: Assessment and training of ECCE teachers on quality classroom practices to enhance educational outcomes.	
Program 24 - National Teacher Development Plan is developed and implemented by 2030	A proposal for professional development to teachers/school principals developed	More update on the next Annual Report
Program 25 - Teacher registration and licensing policy is developed and implemented	No update provided by TSC	
Program 26 - Teaching Service Staff Manual is implemented	No update provided by TSC	

Summary of Progress Against Corporate Plan Programs under Key Pillar 3: (Management is improved)		
CP Programs	**Progress in reporting period (Jan – Dec 2023)**	**Cumulative progress / way forward**
Program 27 - Planning, Budgeting, Financing, and Reporting processes are strengthened	• The Ministry of Education and Training's result framework is currently in progress, pending the finalization of the corporate plan. Once the corporate plan is finalized, it will serve as a foundational document informing the development of MOET's Monitoring and Evaluation (M&E) plan. This M&E plan will be designed to align closely with the reviewed result framework, ensuring that MOET's strategic objectives are effectively monitored and evaluated to drive continuous improvement and achievement of its goals. • PPD and Finance team brief meeting to formally inform all members of the Senior Management Team and the activity managers and conduct Planning and Budgeting brief session. • Planning and M&E team Provide ongoing Planning and M&E support at the central and Provincial level. • PPD review the formulation of planning statement (output and Service target during the compilation and finalise the Business plan • Liaise with project managers to ensure update information's of projects are obtained. • Submission of project to DSPPAC and coordinate queries of Project proposals • 10 schools audited in Tafea Province, and draft audit reports submitted. • 2 surprise audits conducted on Tanna. • Transfer of Senior School Auditor to other position at PSC for 6 to 7 months • Conduct audit field work. • Prepare draft audit report and submitted to the auditee. • Prepare final audit report and submitted to the auditee.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report • Timely reports are often delayed by Expenditure Analyst and Budget Accountant

	• Quarterly and annual report are coordinated and submitted to PSC. • M&E team have good collaboration with the Project support Unit, VESP and other programs. • Staff Performance reviewed and appraisal completed. • 2022 Annual Budget and Expenditure analyses reporting • All activities Early Childhood & Care Education activities business plan is implemented, monitored, and reported.	
Program 28 - MoET Research Policy Guideline is developed and implemented by 2030.	• MoET Research guideline awareness conducted in six provinces. • All research initiatives for MoET are coordinated. • Compliance Checklist for research guidelines developed and used.	• Prioritize activity at least one province this year. • Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 29 - School Improvement Unit Policy is developed and implemented	• The School Strategic Plans (SSP) and Annual Plans for every Primary and Secondary Schools are uploaded into OV. • Quality monitoring of SSP is completed. • Baseline survey for ECCE in the 6 islands where provincial headquarters are located done. • School baseline survey in other islands of the provinces is done. • Teachers' appraisal complete • Vanuatu smile monitoring tool is explored with EQAP. • MQS Tools built into OV. • School quarterly report on SSP submitted. • Inspection structure in place and officers are appointed. • New appointed Principals Induction done. • School baseline survey report completed. • Schools' inspection & compliance reports processed and submitted. • Process schools' inspection & compliance reports. • Schools are visited. • Instruct & enforce 1 teacher to 30 students' ratio.	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

	• Proper and secure fence • Employ Security offices. • Research zoning in urban school.	
Program 30 - School Inspector Guideline is developed and implemented	• No Data provided	We will provide more update in 2024
Program 31 - MoET organizational structure and roles and responsibilities are updated and aligned	• Education Act under review • Proposed ESD restructure including central and provincial level to SMT. • Teachers on probation for many years • Teachers' employment status reviewed. • Reviewed TSC structure Transitional • Reviewed ESD Structure Transitional • Reviewed PPU Structure Transitional • Reviewed Tertiary Structure Transitional • Review GRT Alignment against GRT Determination Liaised with HR Unit to review CDU structure. Developed and implemented continuous professional development and capacity building with CDU. • Performance Agreement Report for DG / Directors • Performance Appraisals for all MoET Staff • Submitted all MoET staff Individual Work plans to PSC Training or refresher training of Employees	PPU structure: Working concurrently on legislation review and restructuring. - Tertiary structure: Working concurrently on legislation review and restructuring. - JRT alignment: Pending awaiting consultation on new structure. Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report
Program 32 - MOET Plans aligned to SDG 4	Internal MoET Planning & budgeting brief session is conducted to Senior Management Team and managers on the 2024 Business Plan and timelines	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

Program 33 - National Sustainable Development Plan (Pillar 2) is reported on	Joint Sector Review (JSR) meeting is conducted. Planning and M&E Support provided to Provincial Edu2022 Annual report produced and submitted cation Officers (to 2024 complete planning)	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report.
	Quarterly progress reports produced and circulated.	
	MoET Results Framework reviewed and updated.	
	OV implementation plan reviewed and finalized.	
	OV implementation plan Monitoring Reports (Six months) produced and finalized.	
Program 34 - OPEN VEMIS data becomes the management tool for MoET.	Student data are updated in OV. Open VEMIS training conducted to newly appointed principal f Work with Schools on Teaching and Learning Resources or class and Student enrolment data. Improving Schools data management Financial reporting /school fee structures (OV)	Some of the achievements outlined above were on track for implementation in 2023, with further updates to be provided in the next Annual Report

5. Annual Development Report

The table below shows 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 a lack of directions from the Department of Strategic Policy Planning and Aid Coordination (DSPPAC.). Therefore, the 2023 indicator status is extracted from the 2019 ADR.

Table 4: Annual Development Report towards NSDP SOC Pillar 2, for the 2020-2023

NSDP Policy Objectives	Indicator	Target	Baseline	Current Indicator Status	
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	• 60% of age 6 in Yr.1 attended kindergarten. • 85% survival rate Yr. 1 – 6 • 30% survival rate Yr.1 – 13	Baseline year: 2015 • 41.9% • 79.1% (Yr. 1 – 6) • 20.1% (Yr. 1 – 13)	**2023**	**2022**
				N/A	73%
				83 %	99%
				19 %	23%
2.2	SOC 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)	2023	2022
				ECCE- 47 %	ECCE- 63%
				Primary- 84 %	Primary- 95%
				Secondary- 70 %	Secondary- 124%

2.3	SOC 2.3.1 Percentage of students meeting literacy and numeracy standards[1]	Anglo. | Yr.4 | Yr.6 Lit. | 25.3% | 30.4% Num. | 36.8% | 43.3% Franco. | Yr.4 | Yr.6 Lit. | 5.2% | 18.9% Num. | 37.3% | 44.1%	Anglo. | Yr.4 | Yr.6 Lit. | 30% | 35% Num. | 40% | 50% Franco. | Yr.4 | Yr.6 Lit. | 15% | 25%	**2023** Yr.4 | Anglo. | Yr.6 | Yr. 8 30% | Lit. | 43% | 40% 49% | Num. | 47% | 46% Yr.4 | Franco. | Yr.6 30% | Lit. | 43% | 40% 49% | Num. | 47% | 46%	**2022** Yr.4 | Anglo. | Yr.6 | Yr. 8 30% | Lit. | 43% | 40% 49% | Num. | 47% | 46% Yr.4 | Franco. | Yr.6 30% | Lit. | 43% | 40% 49% | Num. | 47% | 46%
	SOC 2.3.1 Percentage of students exceeding literacy and numeracy standards[2]	YTB established	YTB established.	Anglo. | Yr.4 | Yr.6 | Yr. 8 Lit. | 25% | 31% | 39% Num. | 34% | 25% | 26% Franco. | Yr.4 | Yr.6 Lit. | 17% | 23% | 17% Num. | 34% | 25% | 26%	Anglo. | Yr.4 | Yr.6 | Yr. 8 Lit. | 25% | 31% | 39% Num. | 34% | 25% | 26% Franco. | Yr.4 | Yr.6 Lit. | 17% | 23% | 17% Num. | 34% | 25% | 26%
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)	**2023** 33 PSET providers registered (47% of total PSET providers are currently registered) 61 courses are currently accredited	**2022** 34 PSET providers registered (47% of total PSET providers are currently registered) 61 courses are currently accredited

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[1] The next VANSTA will be conducted in 2024.

[2] This a newly added indicator. It complements the percentage of students meeting literacy and numeracy standards indicator. As the indicator on the percentage of students meeting literacy and numeracy standards only captures the proportion of students meeting the standards. This indicator also shows the proportion that exceeds the literacy & numeracy standards.

6. Key Education and Training Statistics[3]

SUMMARY STATISTICS IN FORMAL EDUCATION

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 enrolment by school type; student enrolment by age categories in each school type, total number of schools in each school type, total number of teachers teaching in each school type, pupil teacher ratio by school and authority type.

Table 5: Total enrolment by School Type in 2020 - 2022

School Type	2020	2021	2022
ECCE	16,253	16,571	15,074
Primary (1 − 6)	56,633	57,072	56,391
Secondary (7 - 10)	18,488	19,765	21,009
Senior Secondary (11 +)	5,455	5,955	6,337
Total	96,829	99,363	98,811

Source: Open VEMIS, 2022.

Table 6: Student Enrolment by Age Categories in each school type in 2022

School Type	Student enrolment by age categories			
	Official Age	Under Age	Over Age	Total
ECCE (4 − 5 years old)	11,165	608	3,301	15,074
Primary (6 − 11 years old)	43,336	765	12,290	56,391
Junior Secondary (12 − 15 years old)	12,546	176	8,287	21,009
Senior Secondary (16 − 19 years old)	4,581	90	1,666	6,337
Total	71,628	1,639	25,544	98,811

Source: Open VEMIS, 2022.

Table 3: Total number of schools in each school type in 2020 - 2022

School Type	2020	2021	2022
ECCE	876	779	695
Primary School (1 − 6)	482	461	450
Secondary School (7 +)	114	110	112
Total	1,472	1,350	1,257

Source: Open VEMIS, 2022.

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[3] All the indicators presented is extracted from the 2022 statistical table report which is the latest report produced.

Table 4: Total number of teachers teaching in each school type in 2020 - 2022

School Type	2020	2021	2022
ECCE	1,153	1,281	1,332
Primary (1 – 6)	1,933	2,080	2,152
Secondary (7+)	918	1,064	1,135
Total	4,004	4,425	4,619

Access Indicators

Table 7: Gross Enrolment Rate (GER) vs Gender Parity Index (GPI) in 2020

Province	School Type	GER			GPI
		Male	Female	Total	
Torba	ECCE	92.2	96.3	96.3	1.05
	Primary	109.0	118.2	113.5	1.08
	Secondary	31.7	37.7	34.6	1.19
Sanma	ECCE	130.5	141.0	135.3	1.08
	Primary	176.1	177.7	176.9	1.01
	Secondary	85.6	100.5	92.6	1.17
Penama	ECCE	93.0	97.1	94.9	1.04
	Primary	111.7	112.8	112.2	1.01
	Secondary	39.2	48.2	43.6	1.23
Malampa	ECCE	94.2	99.1	96.6	1.05
	Primary	128.8	121.7	125.4	0.94
	Secondary	50.4	61.7	55.7	1.23
Shefa	ECCE	173.8	177.3	175.5	1.02
	Primary	208.3	204.2	206.3	0.98
	Secondary	129.7	147.7	138.4	1.14
Tafea	ECCE	95.8	95.1	95.4	0.99
	Primary	140.4	132.9	136.8	0.95
	Secondary	48.8	49.9	49.3	1.02
Vanuatu	**ECCE**	**118.8**	**121.8**	**120.2**	**1.03**
	Primary	**153.6**	**150.7**	**152.2**	**0.98**
	Secondary	**71.2**	**82.3**	**76.5**	**1.15**

Source: Open VEMIS; 2020

Table 8: Net-Enrolment Rate (NER) vs Gender Parity Index (GPI) in 2020

Province	School Type	NER			GPI
		Male	Female	Total	
Torba	ECCE	70.0	71.8	71.8	1.02
	Primary	77.9	86.9	82.3	1.12
	Secondary	28.9	36.2	32.5	1.26
Sanma	ECCE	94.0	102.4	97.8	1.09
	Primary	131.1	136.7	133.8	1.04
	Secondary	69.9	85.4	77.2	1.22
Penama	ECCE	71.5	72.5	71.9	1.01
	Primary	81.5	83.7	82.5	1.03
	Secondary	33.7	42.6	38.0	1.27

Malampa	ECCE	72.6	76.9	74.7	1.06
	Primary	98.4	96.0	97.2	0.98
	Secondary	46.0	57.3	51.3	1.25
Shefa	ECCE	123.0	128.7	125.7	1.05
	Primary	165.5	165.9	165.7	1.00
	Secondary	110.7	130.0	120.1	1.17
Tafea	ECCE	74.4	73.9	74.2	0.99
	Primary	100.3	98.1	99.2	0.98
	Secondary	40.7	43.6	42.1	1.07
Total	**ECCE**	**87.8**	**90.9**	**89.3**	**1.04**
	Primary	**115.7**	**116.7**	**116.2**	**1.01**
	Secondary	**60.6**	**72.5**	**66.3**	**1.20**

Source: Open VEMIS 2020

Quality Indicators

Table 9: Repetition rate by year level in 2022 and 2023.

Year	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6	Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11	Yr. 12	Yr. 13
2022	5.3	3.3	2.6	2.5	2.2	2.2	3.4	1.5	3.6	3.2	3.1	3.2	1.4
2023	4.8	2.6	2.4	2.3	1.9	2.1	2.8	1.3	4.1	4.5	4.0	1.6	1.7

Source: Open VEMIS 2023

Figure 2: Trend of Repetition Rate by year level in 2022 & 2023.
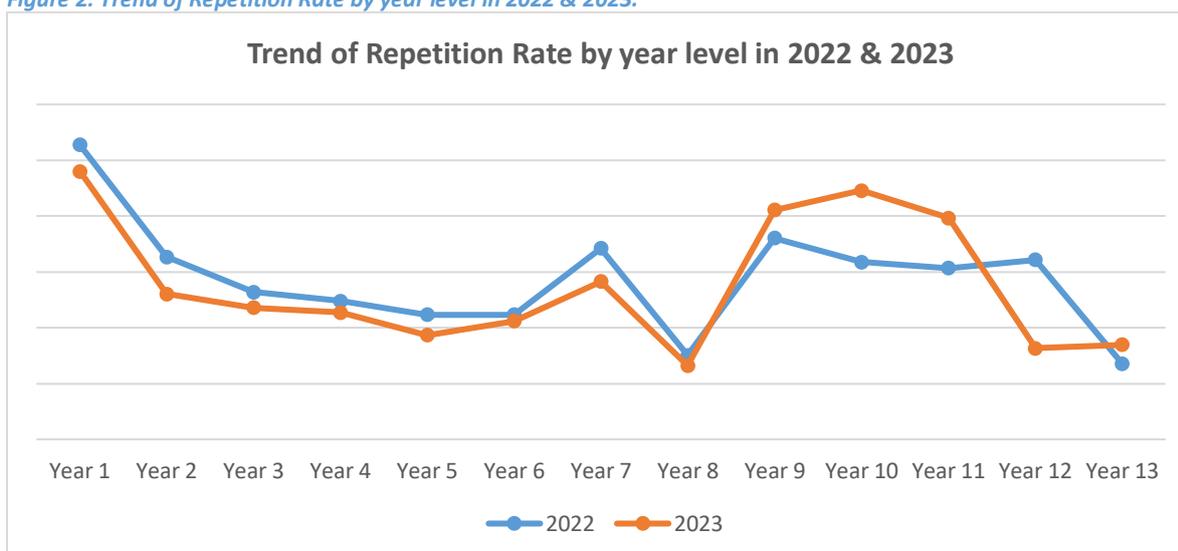
Source: Open VEMIS 2023

Table 10: Transition rate from one cycle or level of education to the highest one in 2022 & 2023

Year	Transition Rate			
	ECCE to Class 1	Class 6 to 7	Class 10 to 11	Class 12 to Year 13
2022	87.1%	78.7%	57.8%	79.0%
2023	80.8%	78.4%	68.8%	82.7%

Source: Open VEMIS 2023

Table 11: Student dropout rate in class 6, 10 and 12 in 2022 & 2023

Year	Dropout Rate		
	Class 6	Class 10	Class 12
2022	21%	42%	21%
2023	22%	31%	17%

Table 12: Survival rate into each year level in 2023

Year level	2023
Survival rate from Yr. 1 - 6	83%
Survival Rate from Yr. 7 - 10	76%
Survival Rate from Yr. 11 - 13	74%
Survival rate from Yr. 1 - 10	46%
Survival Rate from Yr. 1 - 13	19%

Source: Open VEMIS 2023

Table 13: Student Teacher Ratio (STR) by School Type, in each province in 2023

School Type	Enrolment	Teacher	STR
ECE	**15,083**	**1,254**	**12.0**
Torba	542	54	10.0
Sanma	2,890	282	10.2
Penama	2,049	184	11.1
Malampa	2,222	237	9.4
Shefa	4,220	277	15.2
Tafea	3,160	220	14.4
Primary	**58,641**	**2,191**	**26.8**
Torba	2,030	94	21.6
Sanma	13,417	538	24.9
Penama	6,720	238	28.2
Malampa	8,185	378	21.7
Shefa	18,135	588	30.8
Tafea	10,154	355	28.6
Secondary	**26,431**	**1,222**	**21.6**
Torba	758	22	34.5
Sanma	5,330	272	19.6
Penama	2,703	137	19.7
Malampa	4,059	194	20.9
Shefa	9,666	427	22.6
Tafea	3,915	170	23.0
Total	**100,155**	**4,667**	**21.5**

Source: Open VEMIS 2023

Table 14: Student Teacher Ratio (STR) by School Type and Authority Type in 2023

School Type/ Authority Type	Enrol	Teacher	STR
ECE	**15,083**	**1,254**	**12.0**
Government of Vanuatu	6,602	552	12.0
Church (Government Assisted)	2,688	211	12.7
Church (Not Government Assisted)	57	5	11.4
Private	5,736	486	11.8
Primary	**58,641**	**2,191**	**26.8**
Government of Vanuatu	37,511	1,445	26.0
Church (Government Assisted)	18,375	707	26.0
Church (Not Government Assisted)	211	10	21.1
Private	2,544	29	87.7

Secondary	26,431	1,222	21.6
Government of Vanuatu	14,711	716	20.5
Church (Government Assisted)	9,955	476	20.9
Church (Not Government Assisted)	139	5	27.8
Private	1,626	25	65.0
Total	**100,155**	**4,667**	**21.5**

Source: Open VEMIS 2023

7. Human Resource Management

The data in the following table are abstracted from the smart stream based on the last pay period of 2023; pay period 2226 indicates the number of MoET staff by employment status disaggregated by gender and language group.

Table 15: Employment status of MoET Staff, 2023

Employment status	Number of Staff	Gender (F & M)		Language group (FR/ENG)	
Official Salaries Act Appointment (OSA)	24	2	22	16	8
Project Staff	18	7	11	4	14
Public Service Commission employees (PSC)	200	78	122	64	136
Public Service Commission Contracted	10	6	4	1	9
TOTAL	252	93	159	85	167

MoET Workforce, 2023

This chart shows that most of the officers are Male which represents 63% compared to female staff who only represent 37%.

Figure 3: Proportion of MoET Staff by gender.
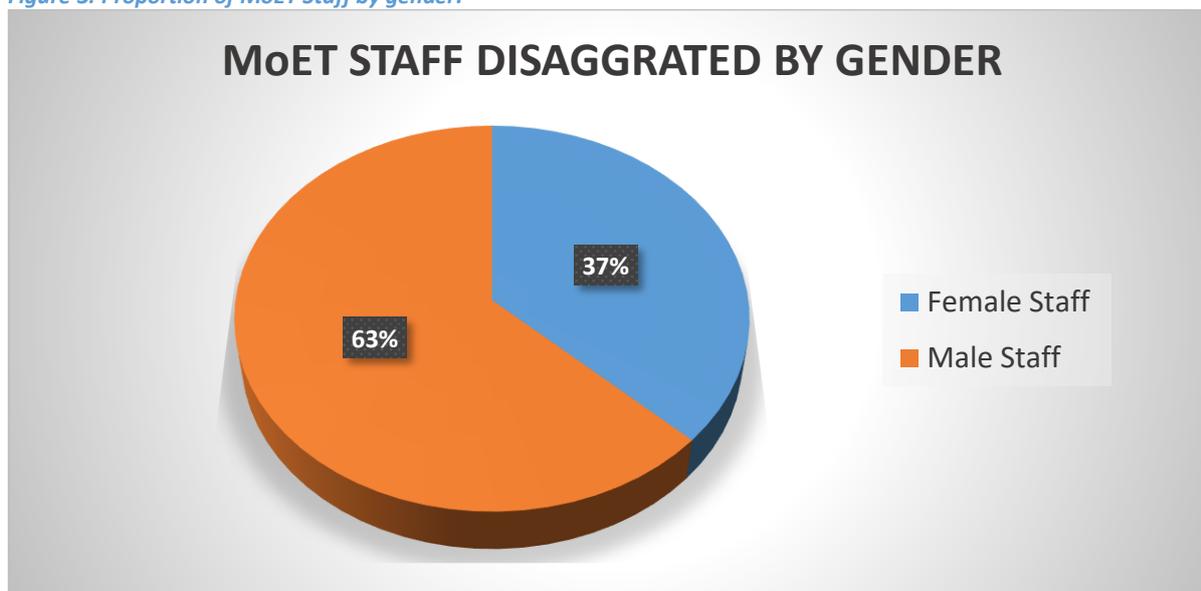
Geographic Distribution of officers throughout provinces

The Ministry of Education and Training employed a total number of 252 officers which includes official salaries act appointment (OSA) of staff, project staff, PSC contracted and permanent staff. This graph *(fig.2)* illustrates the distribution of officers throughout the six provinces. Statistics show that most officers are in Shefa Province.

Figure 4: Graph showing the distribution of officers through Provinces.
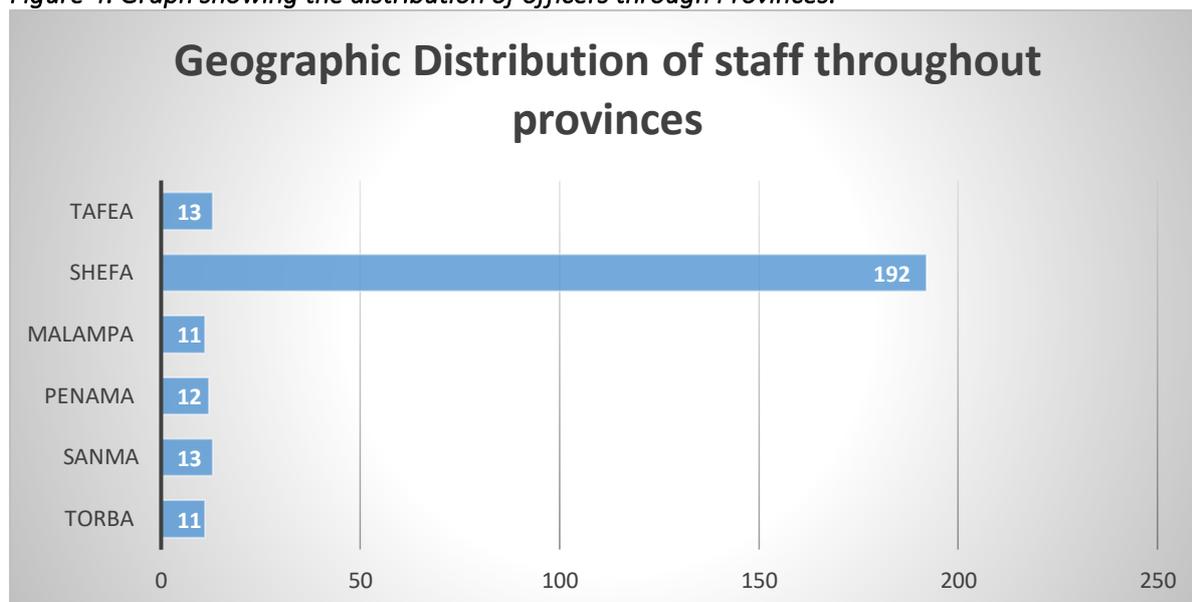
Cessation of Employment in the period: Retirements, Redundancies & Terminations

In 2023, no staff reached retirement age. However, one staff (under the Administration and Finance Directorate) was transferred to the Finance and Treasury Department and another one under the Tertiary Education Directorate died in service.

Compliance Report (Discipline Cases)

Table 16: showing the compliance report by staff.

Compliance Report	Status	Number of staff
Permanent suspension on half salary	Employee Disciplinary Report submitted to PSC for COM decision	6
Counselling and informal discussion – 1ST step of disciplinary Process as outlined on PSSM Chap.6	Counselling sessions between staff and respective managers / Signing of PSC discipline Progressive form and Respond from Staff.	4
First Warning	Given by OPSC- COMs decision	1

10 -20

Leave Accrual Analysis

The leave report is for permanent employees under the Ministry of Education and Training. The chart below shows that most of the officers have their annual leave accrued fall between [20-40]. Fewer than many staff have high accrued leave, and this may be explained by the advice from the PSC in 2021 to pay staff outstanding leave above 30. The HRM unit is yet to receive updated leave reports and annual leave forms from secretaries of respective directorates.

Figure 5: Graph showing the leave accrual analysis.
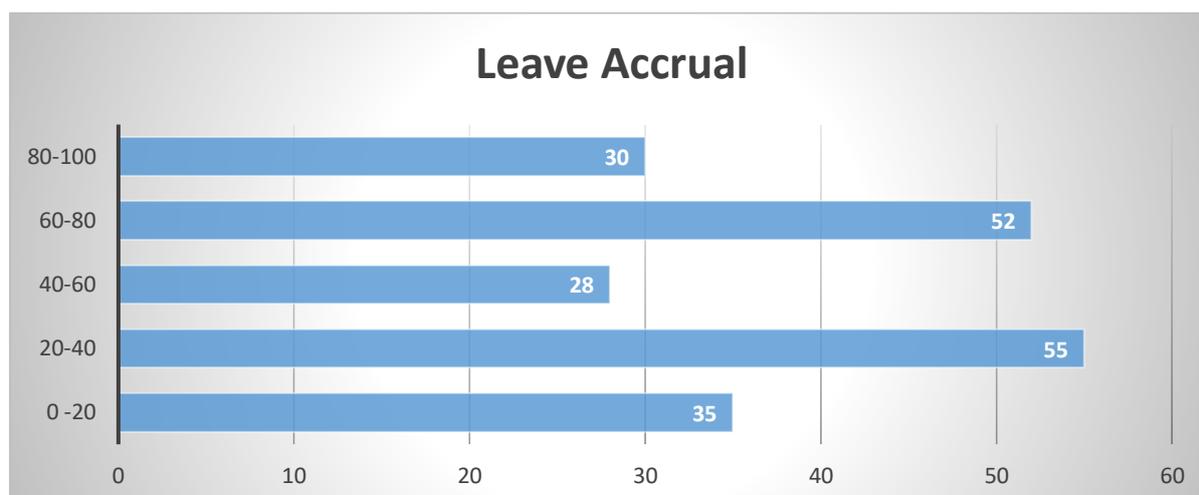
Staffs on full & Part-time study

Table 17: Scholarships (area of study, subject & level disaggregated by gender and language group);

Institutions	Area of study	Program	Gender	Language
Staff on full time study				
University of the South Pacific	Bachelor of Commerce	Public Admin & Management and HRM and employee relations	F	English
University of the South Pacific	Bachelor of Commerce	Public Admin & Management and HRM and employee relations	M	English
Fiji National University	Bachelor of Commerce	Industrial Relations, Human Resource Management and Management	M	English
Staff on Part Time Study				
University of New Caledonia	Agriculture – PHD	Projet FALAH	F	French
University of New Caledonia	Agriculture – PHD	Projet FALAH	F	French
University of New Caledonia	Education – PHD	PHD Research in Education	M	French
University of the South Pacific	Bachelor of Commerce	Professional Accounting	F	English
University of the South Pacific	Bachelor of Commerce	Management & Public Administration and International Business and Marketing	F	English

University of the South Pacific	Post Grad in Public Administration	Post Grad in Public Administration	F	English

Training delivered with a description of the training being undertaken area of study, subject, and delivery agency.

VIPAM is responsible for in-house training for all civil servants. However, due to limited funding, the HR unit does not initiate any training for staff with outside agencies, but we requested an increase of budget under this unit to facilitate more in-house training in the future.

Delivery Agency	Description of Training – VIPAM
VIPAM	Induction of New appointed employees (Overview on the PSC Act, Public Service Staff Manual. Terms and conditions of employment, brief on the PSC procedures) Directors, DG, EO and HROs Development of Competency Framework and performance management tools Directors Induction HR Network Retreat and Workshop, Capacity Building Workshop.

Analysis of initiatives undertaken to improve equity and inclusivity.

- Encouraging staff under discipline to communicate and share their experience openly with the HRM Unit
- Under the PSSM, recruitment must be based on merit regardless of gender and ethnicity.
- Induction of new officers followed by orientation of staff to different units under the MoET.
- Focus Group – Directors, Senior Management, Secretaries, and HR officers join the Vanuatu HR Network, and Finance Officers Network where they meet to discuss, share experience, and find solutions to address work issues.

8. Financial Statement

MoET Budget Expenditure Report-2023

Beneath is an extract of the MoET Budget expenditure report, for 2023, by cost centres.

Table 18: MoET Budget Expenditure Report - 2023

MOET 2023 BUDGET EXPENDITURE REPORT

CC	Description	DEPT	PROG	ACT	OPERATION BUDGET	EXPENDITURE	% SPENT	BALANCE	PAYROLL BUDGET	EXPENDITURE	% SPENT	BALANCE	ANNUAL BUDGET	EXPENDITURE	% SPENT	BALANCE
51AA	MoE Cabinet	510	MEG	MEGA	12,372,726	12,304,691	99%	68,035	71,499,126	65,505,235	92%	5,993,891	83,871,852	77,809,926	93%	6,061,926
53AA	Office of the Director of Education Services	530	MEH	MEHA	1,440,352	1,389,346	96%	51,006	7,619,167	7,906,338	104%	- 287,171	9,059,519	9,295,684	103%	- 236,165
53AB	Education Service Unit	530	MEI	MEIA	1,292,747	1,292,747	100%	-	2,829,389	3,146,142	111%	- 316,753	4,122,136	4,438,889	108%	- 316,753
53AC	Curriculum Development Unit	530	MEJ	MEJB	10,162,695	9,677,260	95%	485,435	35,787,779	35,698,226	100%	89,553	45,950,474	45,375,486	99%	574,988
53AD	Examination & Assessment Unit	530	MEJ	MEJB	34,862,708	30,878,207	89%	3,984,501	31,692,298	34,817,672	110%	- 3,125,374	66,555,006	65,695,879	99%	859,127
53AE	School Improvement Unit	530	MEJ	MEJA	1,943,857	1,773,733	91%	170,124	15,683,103	15,348,659	98%	334,444	17,626,960	17,122,392	97%	504,568
53AF	National Early Childhood Education Unit	530	MEI	MEIA	2,426,210	2,206,727	91%	219,483	6,801,562	7,203,861	106%	- 402,299	9,227,772	9,410,588	102%	182,816
53AG	Primary Education Unit	530	MEI	MEIA	1,369,950	1,285,470	94%	84,480	4,759,287	4,585,208	96%	174,079	6,129,237	5,870,678	96%	258,559
53AH	Secondary Education Unit	530	MEI	MEIA	1,486,851	1,405,328	95%	81,523	4,142,306	4,427,070	107%	- 284,764	5,629,157	5,832,398	104%	- 203,241
53AI	TVET in Schools Unit	530	MEI	MEIA	971,620	816,195	84%	155,425	1,660,434	1,394,534	84%	265,900	2,632,054	2,210,729	84%	421,325
53AJ	National Education Programs Unit	530	MEI	MEIA	23,342,999	23,322,999	100%	20,000	7,596,064	7,205,769	95%	390,295	30,939,063	30,528,768	99%	410,295
53CA	Torba Provincial Education Board	530	MEI	MEID	13,132,310	12,820,180	98%	312,130	9,107,722	8,721,368	96%	386,354	22,240,032	21,541,548	97%	698,484
53CB	Sanma Provincial Education Office	530	MEI	MEID	18,586,186	17,869,883	96%	716,303	17,443,320	17,682,476	101%	- 239,156	36,029,506	35,552,359	99%	477,147
53CC	Penama Provincial Education Office	530	MEI	MEID	11,942,592	11,367,831	95%	574,761	13,264,292	12,791,645	96%	472,647	25,206,884	24,159,476	96%	1,047,408
53CD	Malampa Provincial Education Office	530	MEI	MEID	12,256,133	12,811,013	105%	- 554,880	17,075,221	17,135,725	100%	- 60,504	29,331,354	29,946,738	102%	- 615,384
53CE	Shefa Provincial Education Office	530	MEI	MEID	9,160,766	8,934,571	98%	226,195	13,307,970	12,023,624	90%	1,284,346	22,468,736	20,958,195	93%	1,510,541
53CF	Tafea Provincial Education Office	530	MEI	MEID	10,578,209	10,115,709	96%	462,500	14,771,452	14,587,648	99%	183,804	25,349,661	24,703,357	97%	646,304
53CG	Government Assisted Education Authorities Office	530	MEI	MEID		-		-	9,146,077	8,189,161	90%	956,916	9,146,077	8,189,161	90%	956,916
53CH	Zone Curriculum Advisors	530	MEJ	MEJA		-		-	9,746,163	2,480,445	25%	7,265,718	9,746,163	2,480,445	25%	7,265,718
53DA	Early Childhood Care & Education Grant	530	MEJ	MEJC	80,307,228	80,307,228	100%	-		-		-	80,307,228	80,307,228		-
53DB	Kindergarten Teachers	530	MEJ	MEJD	2,534,705	-	0%	2,534,705	216,192,457	232,807,878	108%	- 16,615,421	218,727,162	232,807,878	106%	- 14,080,716
53EA	Primary Teachers	530	MEJ	MEJD		516,200		- 516,200	2,432,761,043	2,507,010,146	103%	- 74,249,103	2,432,761,043	2,507,526,346	103%	- 74,765,303
53EB	Unposted Primary Teachers	530	MEJ	MEJD		-		-	29,512,480	17,475,531	59%	12,036,949	29,512,480	17,475,531	59%	12,036,949
53EC	Primary Schools Grant	530	MEJ	MEJC	540,113,229	540,113,229	100%	-		-		-	540,113,229	540,113,229		-
53ED	Primary Teachers Incidentals	530	MEJ	MEJD	5,125,013	5,118,801	100%	6,212		-		-	5,125,013	5,118,801		6,212
53EF	Primary Principals	530	MEJ	MEJD		-		-	29,328,920	30,638,460	104%	- 1,309,540	29,328,920	30,638,460	104%	- 1,309,540
53FA	Secondary Teachers	530	MEJ	MEJD		-		-	1,822,195,925	1,881,592,918	103%	- 59,396,993	1,822,195,925	1,881,592,918	103%	- 59,396,993
53FB	Unposted Secondary Teachers	530	MEJ	MEJD		-		-	34,534,609	30,328,226	88%	4,206,383	34,534,609	30,328,226	88%	4,206,383
53FC	Secondary School Grant	530	MEJ	MEJC	197,430,846	197,430,846	100%	-		-		-	197,430,846	197,430,846		-
53FD	Secondary Teachers Incidentals	530	MEJ	MEJC	18,117,433	17,880,703	99%	236,730		-		-	18,117,433	17,880,703		236,730
53FE	Secondary Schools Tuition Fee	530	MEJ	MEJC	1,108,152,874	1,108,152,874	100%	-		-		-	1,108,152,874	1,108,152,874		-
53FF	Secoundary Principals	530	MEJ	MEJD		-		-	252,137,267	253,015,762	100%	- 878,495	252,137,267	253,015,762	100%	- 878,495
54AA	Office of the Director General	540	MEH	MEHA	22,565,652	22,217,922	98%	347,730	13,509,952	14,181,014	105%	- 671,062	36,075,604	36,398,936	101%	- 323,332
54AB	Internal Audit Unit	540	MEH	MEHB	1,906,644	1,886,716	99%	19,928	10,571,145	10,602,847	100%	- 31,702	12,477,789	12,489,563	100%	- 11,774
54AC	Quality Assurance & Standard Unit	540	MEH	MEHB	218,794	217,000	99%	1,794	2,473,798	2,413,687	98%	60,111	2,692,592	2,630,687	98%	61,905

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54AD	Educational Bodies Coordination Unit	540	MEI	MEIA	12,381,495	12,366,495	100%	15,000	2,445,562	2,466,071	101%	- 20,509	14,827,057	14,832,566	100%	- 5,509
54AE	Communication Unit	540	MEI	MEIB	381,512	337,258	88%	44,254	2,145,546	1,518,091	71%	627,455	2,527,058	1,855,349	73%	671,709
54AF	Procurement Unit	540	MEI	MEIA	849,581	794,720	94%	54,861	5,263,454	5,008,878	95%	254,576	6,113,035	5,803,598	95%	309,437
54AG	Human Resource Management Unit	540	MEI	MEIA	1,080,063	1,056,052	98%	24,011	8,336,150	7,933,698	95%	402,452	9,416,213	8,989,750	95%	426,463
54DB	Kindergarten Teachers	540	MEJ	MEJD		-		-		1,498,224		- 1,498,224	-	1,498,224		- 1,498,224
55AA	Teaching Service Commission	550	MEH	MEHA	20,665,187	20,632,578	100%	32,609	32,881,857	32,541,992	99%	339,865	53,547,044	53,174,570	99%	372,474
55CA	Vanuatu Qualification Authority	550	MEH	MEHA	92,037,107	92,037,107	100%	-					92,037,107	92,037,107		-
82AA	Office of Director Finance & Adminstration	820	MEH	MEHA	1,330,633	755,332	57%	575,301	7,879,768	8,851,082	112%	- 971,314	9,210,401	9,606,414	104%	- 396,013
82AB	Finance Unit	820	MEI	MEIA	2,050,319	2,050,319	100%	-	16,972,241	17,227,736	102%	- 255,495	19,022,560	19,278,055	101%	- 255,495
82AC	Administration & Asset Management Unit	820	MEI	MEIA	3,002,342	3,002,342	100%	-	16,358,059	16,172,937	99%	185,122	19,360,401	19,175,279	99%	185,122
82AD	Information and Communication Technology Unit	820	MEI	MEIA	7,292,765	7,292,765	100%	-	13,024,519	12,909,363	99%	115,156	20,317,284	20,202,128	99%	115,156
82BA	Utilities	820	MEI	MEIC	42,102,090	41,263,679	98%	838,411		-			42,102,090	41,263,679		838,411
82BB	Contracts and Agreements	820	MEI	MEIC	154,887,047	153,475,040	99%	1,412,007		-			154,887,047	153,475,040		1,412,007
82BC	Facilities Maintenance	820	MEI	MEIC	9,542,383	9,542,383	100%	-		-			9,542,383	9,542,383		
82BD	Severance Entitlements	820	MEI	MEIC	227,966,076	319,011,832	140%	- 91,045,756	282,584,956	191,424,545	68%	91,160,411	510,551,032	510,436,377	100%	114,655
83AA	Office of the Director Policy & Planning	830	MEH	MEHA	1,291,811	1,291,811	100%	-	7,287,001	7,265,888	100%	21,113	8,578,812	8,557,699	100%	21,113
83AB	Policy & Planning Unit	830	MEI	MEIA	2,584,210	2,313,040	90%	271,170	18,171,097	19,421,722	107%	- 1,250,625	20,755,307	21,734,762	105%	- 979,455
83AC	School Statistics & Mapping Unit	830	MEI	MEIB	1,120,691	1,120,691	100%	-	5,653,185	5,449,063	96%	204,122	6,773,876	6,569,754	97%	204,122
83AD	Research Unit	830	MEI	MEIA		-			1,573,817	491,233	31%	1,082,584	1,573,817	491,233	31%	1,082,584
83AE	Human Resources & Development Unit	830	MEI	MEIA					2,040,496	2,090,908	102%	- 50,412	2,040,496	2,090,908	102%	- 50,412
83BA	SEO Conference & Workshop	830	MEI	MEIA	2,646,163	2,646,161	100%	2		-			2,646,163	2,646,161		2
88AA	Office of the Director of Tertiary Education	880	MEH	MEHA	3,009,988	2,952,526	98%	57,462	5,848,912	6,220,698	106%	- 371,786	8,858,900	9,173,224	104%	- 314,324
88AB	Training & Scholarship Coordination Unit	880	MEI	MEIA	13,543,590	13,473,021	99%	70,569	21,766,848	17,048,656	78%	4,718,192	35,310,438	30,521,677	86%	4,788,761
88AC	Technical & Vocational Education Unit	880	MEI	MEIA	313,337,687	278,008,184	89%	35,329,503	65,350,603	57,372,065	88%	7,978,538	378,688,290	335,380,249	89%	43,308,041
88AD	Higher Education Unit	880	MEI	MEIA	3,175,395	3,175,395	100%	-	3,987,662	3,981,163	100%	6,499	7,163,057	7,156,558	100%	6,499
88AE	Teacher Education Unit	880	MEI	MEIA	1,002,487	1,950,722	195%	- 948,235	6,889,158	6,967,661	101%	- 78,503	7,891,645	8,918,383	113%	- 1,026,738
88CA	Vanuatu National University	880	MEJ	MEJD	186,409,840	186,409,840	100%	-					186,409,840	186,409,840		-
88DA	Vanuatu Government Scholarship Fund	880	MEJ	MEJE	904,084,336	887,819,636	98%	16,264,700					904,084,336	887,819,636		16,264,700
88EA	Vanuatu Institute Of Teacher Education	880	MEJ	MEJD		-			124,080,717	125,606,221	101%	- 1,525,504	124,080,717	125,606,221	101%	- 1,525,504
88EB	In Service Unit	880	MEJ	MEJD					7,286,102	7,698,860	106%	- 412,758	7,286,102	7,698,860	106%	- 412,758
88ED	Vanuatu Institute of Teacher Education Grant	880	MEJ	MEJC	38,507,900	38,507,900	100%	-		-			38,507,900	38,507,900		-
88EF	Teacher Education Teachers Incidentals	880	MEJ	MEJD	1,520,283	1,393,568	92%	126,715		-			1,520,283	1,393,568		126,715
88FA	Vanuatu Institute of Technology	880	MEJ	MEJD	10,000,000	10,000,000	100%	-	124,700,399	123,997,437	99%	702,962	134,700,399	133,997,437	99%	702,962
88FC	Vanuatu Institute of Technology Grant	880	MEJ	MEJC	65,221,670	65,221,670	100%	-		-			65,221,670	65,221,670		-
88FD	TVET Education Teachers Incidentals	880	MEJ	MEJD	987,698	905,399	92%	82,299		-			987,698	905,399		82,299
88GA	PSET Trainers	880	MEJ	MEJD		-				3,364,998		- 3,364,998	-	3,364,998		- 3,364,998
88HA	TORBA Provincial PSET Office	880	MEI	MEID		-			2,320,098	1,798,068	77%	522,030	2,320,098	1,798,068	77%	522,030
88HB	SANMA Provincial PSET Office	880	MEI	MEID		-			2,552,557	2,068,093	81%	484,464	2,552,557	2,068,093	81%	484,464
88HD	MALAMPA Provincial PSET Office	880	MEI	MEID		-			1,612,180	1,092,982	68%	519,198	1,612,180	1,092,982	68%	519,198
88HF	TAFEA Provincial PSET Office	880	MEI	MEID		-			2,408,923	1,894,789	79%	514,134	2,408,923	1,894,789	79%	514,134
Grand Total					**4,267,813,678**	**4,294,920,875**	**101%**	**- 27,107,197**	**5,928,572,195**	**5,952,300,397**	**100.40%**	**- 23,728,202**	**10,196,385,873**	**10,247,221,272**	**100.50%**	**- 50,835,399**

Source: Finance unit 2023.

Open VEMIS Reconciled Cash Flow Report

This is a summary of reconciled cash flow reports for all provinces as of the 31st of December 2023.

Table 19: Open VEMIS Reconciled Cash Flow Report

Account Code	Account Description	Amount (VUV)
	Cash Receipts	
7CR10000	Student	(3,000)
7CR00010	Suspense Account	2,909,755
7CR10000	Student	703,161,104

7CR20000	Government	1,483,175,369
7CR30000	Other	315,023,403
	Total Cash Receipts	**2,504,266,631**
	Cash Payments	
8CP00010	Suspense Account	(16,327,057)
8CP10000	Personnel	(761,976,540)
8CP20000	Admin	(860,810,037)
8CP30000	Boarding	(409,880,450)
8CP40000	Ed Supplies	(267,582,737)
8CP50000	Op and Maint	(477,583,955)
8CP60000	Development	(313,372,602)
8CP20000	Admin	215,780
8CP50000	Op and Maint	2,000
	Total Cash Payments	**(3,107,315,598)**
	Cash Receipts Less Cash Payments (VUV)	**(603,048,967)**
	Bank Opening Balance (VUV)	**1,792,959,402**
	Calculated Closing Balance (VUV)	**1,189,910,435**

Source: School Grant Unit

9. 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)
- National University of Vanuatu (NUV)
- Vanuatu Qualifications Authority (VQA)
- National Education Advisory Council (NEAC)
- Curriculum & Assessment Board
- Scholarship Board

TSC, VQA, VIT and VITE are governed by their 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 the first counselling approach 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 a final decision.

Legal advice is sought from the State Law Office for all legal issues and complaints. 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 about its operations.

10.   Contact Officer

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