



Vanuatu Government
Ministry of Education and Training



2019 Annual Report



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COMPILED & PRODUCED BY THE POLICY & PLANNING UNIT

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1. Foreword from the Director General

Dear Honorable Minister,

I have the honor in submitting to you the 2019 Annual Report of the Ministry of Education and Training.

This report has been prepared in accordance with the guidelines for the preparation of Annual Reports referred to in the Public Service Act and related documents issued by the Public Service Commission.

2019 has been another positive year for the Ministry of Education and Training. The reconstruction recovery programs to support the rehabilitation of TC PAM affected school facilities (buildings, resources and equipment's) has been progressing well. The constant changes to the scope of the much needed recovery programs were addressed swiftly ensuring that affected schools and most importantly students benefitted from the recovery program. Much to our delight, towards the end of this financial year, most of the reconstruction has been completed.

School grants has been extended to Early Childhood Care and Education (ECCE). The ECCE grant targeted four and five year olds in attached and feeder ECCE centres in the country. ECCE teachers' were appointed by the Teaching Service Commission (TSC) and their salaries paid by the government. In addition, secondary school fee subsidy has been extended for Years nine and ten students in government and non-government assisted secondary schools.

The National University of Vanuatu Bill was tabled and approved by the National Parliament in late 2019. Subsequently, the Education Act No.9 of 2014 and Vanuatu Qualifications Authority (VQA) Act No.1 of 2014 were amended and approved by Parliament.

There were also some challenges encountered. A notable challenge worth mentioning is the management of our human resources, especially the teachers. Lack of proper tools to administrate and manage the number of recruits needed has put the Ministry in a distressed situation.

Another challenge is limited resources, both human and finances. This is a challenge commonly identified by majority of the Units/Sections of the Ministry on an annual basis. Staff shortfall and turnovers is a critical challenge for the Ministry because it hinders the progress of planned activities. This is linked with the budget constraints of the Ministry. Hence, the Ministry resorts to postponing planned activities to the next financial/academic year.

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

It is also important to highlight the fact that much of the work accomplished in 2019 has been due to the prolific partnership and support from DFAT, MFAT, France, Japan, China, UNESCO, UNICEF, the European Union, the ADB and the World Bank. Much of their support has been in a form of budget support that goes towards specific activities for the MoET.

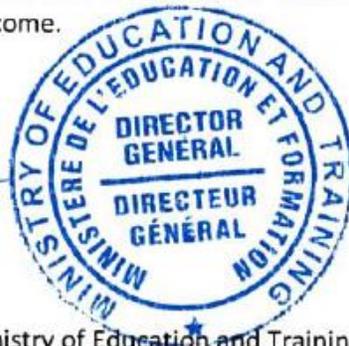
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Having said these may I also take this opportunity to also thank the team of people who have worked tirelessly in realizing these changes and achievements that have taken place to date. First of all to yourself as the Hon. Minister responsible, and the past Education and Training Ministers for not only rendering me your full support, but particularly for the level of wisdom expended in navigating these changes, culminating in the successes we have experienced to date.

The political advisors made the most difference in working together as a strong team in terms of unconditional support. The Directors and the Principle Education Officers (PEOs), all School Principals, the CEO of the VQA, the Secretary to the TSC, the Provincial Education Officers and all senior and junior staff that have all contributed in their very unique ways in realizing these positive changes.

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

Yours sincerely,



Bergmans Iati

Director General, Ministry of Education and Training.

2. Corporate Structure

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

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

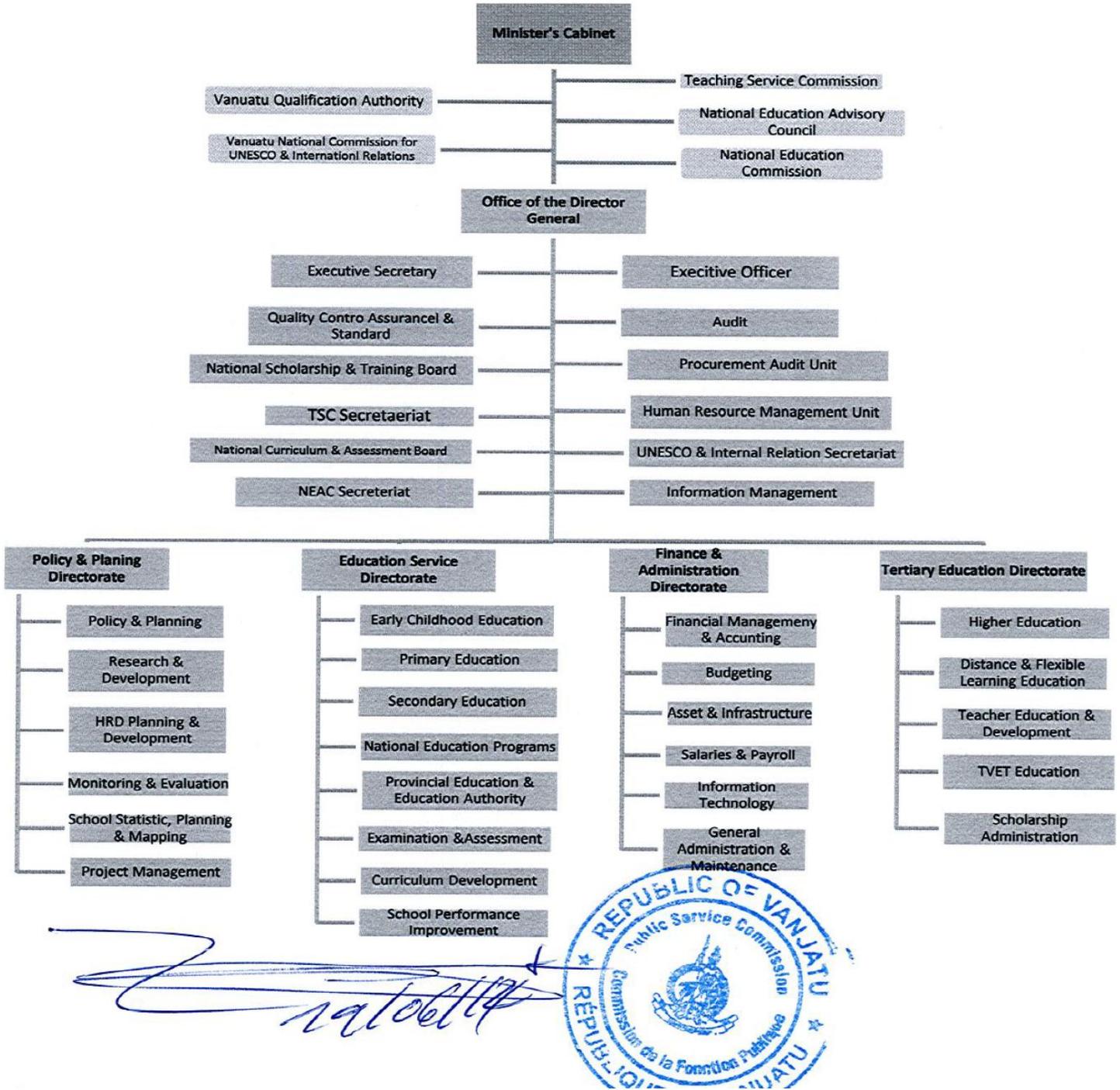
In 2014 another amendment was made in the organizational structure to cater for the new directorate position looking after all tertiary education outlets which includes a new function (TVET & Training) which previously was a function under the Ministry of Youth & Sports.

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

Figure 1: Amended Organizational Structure of 2014

AMENDMENT OF THE APPROVED STRUCTURE

Ministry of Education and Training Capability Framework



3. Corporate Overview

Vision

Our vision is for a quality caring education and training system which provides every person with lifelong skills, values, and confidence to be self-reliant and to contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools.

Mission

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

- A quality, equitable, Pre-school and basic education to year 10, including literacy, numeracy, life skills, and livelihood skills, respect for our history and culture, and respect for human rights;
- Expanded, equitable opportunities for secondary, technical, tertiary and higher education;
- A strong relationship with parents and communities to encourage them to participate and engage with schools, and to support children's education and learning at home as well as at school;
- A well-managed, equitable and accountable education system which focuses on building the human resources of Vanuatu, improving learning, living, and working opportunities, and enabling young people to contribute to the productive sectors in both rural and urban areas.
- Well-qualified and trained teachers and trainers cohort for all levels of education
- A well-coordinated disaster readiness plan to assure continuity of education in case of natural disaster(s)
- A healthy, safe, equitable and nurturing learning environment, which helps the diversity in students' learning styles.

Values

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

Objectives (Goal or Aims)

The Ministry of Education and Training has three major objectives:

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

4. Key Achievements in 2019

In implementing its 2019 Business Plan, the Ministry of Education and Training has made strides towards achieving the outputs and key activities outlined in the Corporate Plan: 2018 – 2020. These key achievements are highlighted in table 1.

Table 1: Key Achievements, 2019

2019 Key Achievements	
<ul style="list-style-type: none"> Regulation Order on School Fee Structure published in Official Gazette No.44 of 2019, on September 03rd, 2019 - Education Regulation (amendment) Order No.107 of 2019 Grants paid to 711 ECCE Centres (attached & feeders) that benefited 11,645 children (4 & 5 years old); and 418 government and non-government assisted primary schools that benefited 52,999 children Tuition fee subsidy paid for 15,137 Yrs.7 – 10 students in 131 (government and non-government-assisted) secondary schools Normal school grants paid to 131 secondary schools (both government and nongovernment-assisted), benefitting 21,601 students Disability training and support provided to three Model Inclusion Schools VNU's E-Learning Classroom building delivered with two offices, a server room and a computer lab for 30 PC's. 18 Classrooms completed in 2019 (Paireve PS, Nasalanvunmoli PS, Tata PS, Banban PS, Balon PS, Mwast PS, Tovotovo PS, Ranon PS & Tuhi CS) under <i>JICA's GGP</i> 8 Classrooms (4 classrooms per school) constructed in Eton Centre School and Ekiye Centre School under <i>World Bank TC Pam recovery</i> 10 new classrooms and 12 classroom repairs completed in 2019..with 1,500 chairs and 500 student desks also supplied through the <i>DFAT TC Pam recovery</i> Reconstruction and complete rebuilding works at Imaki, Kwataparen and White-sands Bi-lingual College completed under <i>ADB TC Pam recovery</i>. 6 Classrooms (2 classroom per school) 	<ul style="list-style-type: none"> constructed in Banban PS, Bombua PS & Vunabulu PS under the <i>DFAT Ambae Recovery to Santo Schools</i> 14 schools in SHEFA and 3 schools in TAFEA Province had engage School Maintenance Officers for the first time as a contingency to World Bank TC Pam Recovery projects – future maintenance 810 ECCE teachers appointed by TSC and received salaries in their bank accounts; 100% of ECCE teachers' details contracted in 2019 was uploaded in OV 80% of ECCE teachers' registration completed according to TSC registration forms Parents Support Program (PSP) Reflection Workshops conducted in October & November 2019 in full Penama. A total of 1,852 participants attended and participated; and 1,237 were female Professional learning for Years 4 and 5 teachers being rolled out. All 46 planned workshops were completed across each of the 6 provinces. A total of 928 teachers were trained from Year 4. Certificate IV in Vocational Education and Training (VET) is accredited by VQA to be offered at VITE RPL teacher qualification upgrade project plan developed; VITE ISU updated RPL assessment question bank for VITE RPL assessors' toolkit updated Implementation of ECCE curriculum has progressed well 13 senior secondary syllabus completed and printed in English and French All Year 5 teaching and learning materials/resources completed; and distributed to all Year 5 classes Approximately 89% of students enrolled in government and nongovernment assisted

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schools across Vanuatu participated in the VANSTA test in 2019. VANSTA tests were quality assured, printed, distributed, administered, marked and results analyzed during the period.

- Development and implementation of Internal and External Assessments for Year 10, 12 and 13/14 students
- The Years 4-6 Ademap Lanwis program was designed and materials developed in English and French.
- With technical support from TVET Unit, three (3) PSET Providers were able to be registered with VQA; TVET Unit also provided financial support to twenty one (21) Registered PSET Institution to pay their Annual Registration Fee for 2018 with VQA; and supported five (5) Registered PSET Providers to pay their Accreditation and Approval to Deliver Accredited Course fees with VQA
- TVET Unit Collaborated with Edwards Institute of Technology to deliver Accredited Basic Computer to Managers of Registered Training Centers in Norther Region in September to October 2019.
- TVET Unit conducted Quality Management System (QMS) TVET in Schools for three (3) senior secondary schools
- Established and signed an MOU with Air Vanuatu in relation to the Shared Vision for Tourism and Aviation in implementing the Pilot Development Plan
- Worked with Vanuatu National Provident Fund to create an educational loan scheme to provide financial assistance to those wanting to access tertiary studies
- Fully Implement the Government's directive to have all first year students studying in country
- Bi – lateral Scholarship established and implemented
- Worked with Public Service to host the 2019 Public Service Careers Day - Ran the Public Service Careers Day on the 25th July 2019 and 26th July 2019.
- Development and implementation of higher education bilingual programs at AUF (now VNU)
- Registration of Toulouse 1 Capitole (UT1) and University of New Caledonia (UNC) with VQA
- Foreign and regional universities worked under 3 main MOU and service agreements in 2019 with MoET to deliver tertiary education to students: MOET/UT1; MOET/UNC; MOET/VUW
- 34 schools were audited and audit reports have been completed, finalized and handed to auditees; and Internal Audits of two MoET offices/units conducted and report submitted to MoET Senior Management Team
- Audit reports for 2017 and 2018 have been submitted to Public Accounts Committee
- National School Infrastructure Development Plan (NSIDP) community consultations conducted and completed between March and July 2019 in all 21 targeted areas within the six provinces
- NSIDP Implementation Guide developed for three (3) phases – phase 1; phase 2; phase 3A & phase 3B.
- 7 Junior Secondary Schools, 4 Senior Secondary Schools, and 3 private education authorities were registered according to the EA and School Registration Policy
- The Bill for National University of Vanuatu was tabled and passed unanimously by Parliament on 17th December 2019; and listed on the official gazette No.5 of 2020, dated 24 January 2020
 - National University of Vanuatu Act No.34 of 2019
- The Education Act No.09 of 2014 was amended in alignment with the National University of Vanuatu Bill.
 - Education (Amendment) Act No.35 of 2019
- The Vanuatu Qualifications Authority

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- Act No.1 of 2014 amended and passed by Parliament in 2019
- Vanuatu Qualifications Authority (Amendment) Act No.36 of 2019
 - Efficient management and delivery of Information Technology services for the Central office, Provincial Offices, including schools.
 - Vanuatu, through MoET and the assistance of Foreign Affairs Department Co-Hosted the University of the South Pacific's Council Meeting
 - Vanuatu, through the MoET hosted the Sub-Regional Education Data Analysis Training in late October 2019. A total of 36 participants (19 males & 16 females) coming from Vanuatu, Fiji, Kiribati, Solomon Islands, Papua New Guinea and New Caledonia. Seven (7) Facilitators (3 females & 4 males) from the Pacific region conducted/facilitated the training.
 - Orap SSC fully operational for 26 schools, as well as the MALAMPA Provincial Education Office staff when there is NO internet/GoV network connection at the provincial education office in Norsup, Malekula
 - All 2017 VANSTA results uploaded onto OVEMIS and presented to School Principals during MALAMPA School Principals' Conference in August 2019
 - Grant calculator in Open VEMIS used for 2 school grant tranches payment in 2019.
 - 55.4% (282/509) of all schools using VEMIS Finance module; 96% primary schools have a SIP in grants criteria.
 - Most school Principals has received training and beginning to implement SIP as part of the overall annual school management program.
 - Research studies and reports produced between January and July 2019 includes: Barriers to education; Barriers to WASH Habit formation, and Inclusive WASH in Schools.
 - Principal's Manual development is completed (awaiting final quality check and to be printed and circulated to all schools).
 - SIO Manual has been finalized (awaiting printing and to be circulated to all schools in 2020).
 - 3,283 women, 2,912 men and 3,967 children throughout Vanuatu reached with ELAC
 - Training content of right age enrolment and parental support has been prepared and is ready for use in 2020
 - Established agreement and launch of the free access to Open VEMIS for TVL (now Vodafone) users
 - Daily radio messages and weekly radio interviews on education and training policies/programs/activities aired by respective Directors, PEOs and Senior Officers
 - 13 press appearances on education and training policies/programs/activities by the Minister, DG, and respective Directors.

5. Overall Progress of Activities Against Key Outputs

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 2019. The table beneath sums up the key achievements against the key out-puts of the MoET Corporate Plan: 2018-2020. *(Note that the progress beneath is structured according to both the MoET and VESP's theory of change & reporting to include reporting on progress of activities supported by both the MoET recurrent budget and VESP II Plan).*

Table 2: Summary of Progress of Activities Against Key Outputs of the Corporate Plan: 2018-2020

Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
Output 1 All school age children in K1-Yr.10		
Improve school funding processes	<ul style="list-style-type: none"> Review of Regulation Order on School Fee Structure published in Official Gazette No.44 of 2019, on September 03rd, 2019 - Education Regulation (amendment) Order No.107 of 2019 Grants paid to 711 ECCE Centres (attached & feeders) that benefited 11,645 children (4 & 5 years old) Grants paid to 418 (government and non-government-assisted) primary schools that benefited 52,999 children Tuition fee subsidy paid for 15,137 Yrs.7 – 10 students in 131 (government and non-government-assisted) secondary schools Normal school grants paid to government and government-assisted secondary schools (131), benefitting 21,601 students 	<ul style="list-style-type: none"> Awareness and implementation of the School Fee Structure as stipulated in Education Regulation (amendment) Order No.107 of 2019 Finalize and disseminate the Grants Code to all schools for implementation. Review of school financial management manual Continuation of school grants and tuition fee subsidy program for all levels of education and training Improve monitoring and reporting of the school grants and tuition fee subsidy program for all levels of education and training
Inclusive Education Policy Implementation ¹	<ul style="list-style-type: none"> IE survey questions developed, translated into Bislama and French. ToTs for disability data collection conducted to all School Principals in all 6 provinces GEDSI activities were implemented in line with the action Plan in 	<ul style="list-style-type: none"> Survey questions built into OV's training version for testing. Printing, dissemination and filling up the disability data survey questionnaire/form. Data collection to occur from 2020. ToR for Women in Leadership has been

¹ Progress against this key activity derived from the final VESP II – Second Six Monthly Progress Report – 1 July – 31 December 2019

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<p>areas including Gender Analysis training for officers, Disability training and support to three Model Inclusion Schools and workshops on Gender with MOET female staff.</p> <ul style="list-style-type: none"> • A coordinating committee for the Women’s Leadership Network was established and Women in Education Leadership and Decision-Making Committee have been appointed. • The policy on sexual harassment and discrimination is in review. 	<p>developed and consultation with the WILNET has been held.</p> <ul style="list-style-type: none"> • The ToR has been submitted to the DG for endorsement. The Women in Leadership Network Committee and the Women in Education Leadership and Decision-Making Committee have been appointed. • The policy on sexual harassment and discrimination is being developed.
<p>Implementation of the Education in Emergency (EIE) policy</p>	<ul style="list-style-type: none"> • Members of Education Cluster Grouping were appointed and there were two meetings held so far, one in April and the second in June; preparing information for the Ambae response lessons learnt. <ul style="list-style-type: none"> ○ Implement COM Decision on school fee exemption to Ambae affected secondary school students and students from TC Hola affected areas. • UNICEF has shared the revised guideline /handbook with MOET and there have been 2 stake-holders reviews with MoET’s Key DRR partners. • MoET and SCA to continue collaborations in ensuring EIE questionnaire is aligned with the OV and is user friendly during emergency situation. • National School Program’s workshops and trainings conducted – School Based Disaster Risk Reduction; M&E Strategy for ODL; & Social Citizenship Trainings for provincial education officers. 	<ul style="list-style-type: none"> • Education cluster meeting schedule will be reviewed and decisions made are communicated to MoET senior management for endorsement & implementation. • Implementation and monitoring of the CSSP; Capacity build MoET staff to be DRR champions; Ensure Contingency Plan and SOP is finalized in the first quarter of 2020; Progress on the revising of the Handbook before finalizing is ongoing • EIE questionnaires reviewed and aligned with OV system • Workshops and trainings conducted • Follow-ups on Social Citizenship Trainings needed
<p>Output 2: Infrastructure planning to support quality facilities and improved inclusive safety access to learning²</p>		
<p>School Construction Program –</p>	<ul style="list-style-type: none"> • E-Learning Classroom building delivered with two offices, a server 	<ul style="list-style-type: none"> • The project is 100% completed waiting its

² Some progress against Output 2 derived from the Education Recovery Project (ERP) Unit’s 2019 progress report.

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
FICOL Project (National University of Vanuatu (NUV))	<p>room and a computer lab for 30 PC's.</p> <ul style="list-style-type: none"> National University of Vanuatu (NUV) FICOL Project <ul style="list-style-type: none"> Engineering consultations are achieved with the recruitment of Calibre Project Managers (CPM) and Lumu Design Build (LDB) for the Supervision of the technical works The consultation Study Phase is achieved with RFT & Advert to Central tender board (CTD) for approval done. 	<p>handing over by Hon Minister of Education.</p> <ul style="list-style-type: none"> Tender assessment now on progress with the assessment committee. <p>90% of the study phase is done awaiting the award to a successful bidder by DCO and COM and also the signing contract for the commencement of the Construction phase that will take approximately 10 months.</p>
School Construction Program – GGP (JICA)	<ul style="list-style-type: none"> 18 Classrooms completed in 2019 (Paireve PS, Nasalanvunmoli PS, Tata PS, Banban PS, Balon PS, Mwast PS, Tovotovo PS, Ranon PS & Tuhu CS) Bombua Ambae Relocation <ul style="list-style-type: none"> 4 Classrooms, 4 Dormitories, 2 Ablution Block Luganville Est: 4 classrooms 	<ul style="list-style-type: none"> Completed Tender and procurement completed in 2019 and construction started in 2020 and progressing Tender and procurement completed in 2019 and materials supply delivery progressing
School Construction Program – World Bank TC Pam Recovery Program	<ul style="list-style-type: none"> 8 Classrooms (4 classrooms per school) constructed in Eton Centre School and Ekipe Centre School 24 Classrooms (2 classrooms per school) construction works in Etas PS, Maumau PS, Nakuskasaru PS, Nukuanapo PS, Greenhill PS, Lamén PS, Akama PS, Bokonvio PS & Mabfilau PS, Noawia PS, Tangovawia PS, Lausake PS 3 Staff House (1 staff house per school) constructed in Greenhill PS, Lamén PS & Lausake PS 	<ul style="list-style-type: none"> Completed – Note that all schools implicated have a roof strengthening contingency amount of 500,000VT Progressing – Note that all schools implicated have a roof strengthening contingency amount of 500,000VT Progressing – Note that all schools implicated have a roof strengthening contingency amount of 500,000VT
School Construction Program – DFAT TC Pam Recovery	<ul style="list-style-type: none"> 10 new classrooms and 12 classroom repairs done in 2019 with 1500 chairs and 500 student desks also supplied 	<ul style="list-style-type: none"> Completed
School Construction Program – MFAT TC PAM Recovery	<ul style="list-style-type: none"> Construction works of classrooms completed in 2018 and an official opening of the classrooms occurred in March 2019 	<ul style="list-style-type: none"> Completed
School Construction Program – ADB TC Pam Recovery	<ul style="list-style-type: none"> Reconstruction and complete rebuilding works at Imaki, Kwataparen and White-sands Bi-lingual College complete. 	<ul style="list-style-type: none"> Construction works completed Furniture ordered and due for delivery early

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
		2020. • Official opening deferred until 02/20 when schools re-open
School Construction Program – DFAT Ambae Recovery to Santo Schools	• Ambae Recovery Santo - 6 Classrooms (2 classroom per school) constructed in Banban PS, Bombua PS & Vunabulu PS	• Completed
School Maintenance Planning	• 14 schools in SHEFA and 3 schools in TAFEA Province had engage School Maintenance Officers for the first time as a contingency to World Bank TC Pam Recovery projects <ul style="list-style-type: none"> ○ The School Maintenance Officers were trained by the World Bank TC Pam Recovery Contractors to carry out maintenance on the school buildings/facilities after the completion of the project 	• All schools implicated have a roof strengthening contingency amount of 500,000VT • MoET to implement school maintenance officers as parts of upcoming school construction projects <ul style="list-style-type: none"> ○ School leaders to include maintenance in their SIPs
Output 3: ECCE strengthened to support early years learning		
ECCE Policy Implementation	• All attached and feeder ECCE centres (to Government & Non-Government Assisted Primary schools) received 1st and 2nd tranche of grant payment • EIP plans were assessed with the registration of ECCE centres • Registration of ECCE centres are progressing well • 810 ECCE teachers appointed and received salaries in their bank accounts • 80% of ECCE teachers’ registration completed according to TSC registration forms • 22 ECCE teachers have Diploma and 126 have Certificate III (APTC)	• Provincial Coordinators to ensure teachers and ECCE committees have copies of grant criteria • ECCE policy has been advocated nation-wide and enrolments will be entered into OV annually • All provinces have completed the process from schools for PEB to assess and make recommendation to PPU. • Work closely with Provincial Coordinators for a smooth process of submission for teacher’s documents in 2020 • TSC to advice on further process of ECCE teacher’s registration • FBT need to be trained 643 • USP has reschedule cohort training for the three provinces in May 2020 holiday • Teachers to complete their course fees and

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<p>levels of qualification</p> <ul style="list-style-type: none"> ○ 123 Trs in Shefa have done LLp15 last summer course with USP. ○ 68 Trs in Malampa have done LLp15 in August holiday towards Cert III. ○ 46 in Penama and 97 in Tafea have done LLP15 ○ 150 teachers in Shefa have done both LLP15 & cert III in December 2019 ○ More Trs have enrolled for 2019 & 2020 summer course <ul style="list-style-type: none"> ● Awareness was conducted to ECCE Committee/communities (completed) ● ECCE committees are trained, Effective operation of Centres are maintained ● PSP Reflection Workshops conducted in October & November 2019 in full Penama. <ul style="list-style-type: none"> ○ A total of 1,852 participants attended and participated; and 1,237 were female ○ 411 communities benefited with the PSP program ○ Provincial education officers (SIOs, MEOs), Year 1 teachers, chiefs, church leaders and other community reps attended. ● Feedbacks/findings were captured and analyzed. Strategies were developed as a way-forward to address areas of improvement in 2020. Results shown that Parental Support Program (PSP) has a positive impact on parents teachers and children in Penama province ● 100% of ECCE teachers' details contracted in 2019 was uploaded in OV 	<p>other requirements</p> <ul style="list-style-type: none"> ● Emphasize the term/duration of ECCE to committees according to the ECCE policy ● Ensure new committees are trained ● Follow-up on the EIP implementation in 1st quarter of 2019 Teachers team up with stake-holders in the community to address areas of weakness in 2020 PSP rollout to other 5 provinces in 2020 ● Provincial Coordinators/ MEOs make more awareness so parents respect the process of enrolling children with birth certificate to improve data quality in OV
<p>Output 4: Training (pre-service and in-service) programs teachers updated to meet quality standards³</p>		
<p>Professional Development (PD) to Support New Curriculum</p>	<ul style="list-style-type: none"> ● A total of 33 Trainers (22 males and 11 females consisting of Provincial Trainers, School Improvement Officers and Provincial 	<ul style="list-style-type: none"> ● A total of 1241 teachers, principals and SIOs and were trained. 928 (75%) of those trained

³ Progress against Output 4 derived from the final VESP II – Second Six Monthly Progress Report – 1 July – 31 December 2019

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<p>School Improvement Officers) completed a 5-day training workshop in preparation for roll out of the Year 4 and 5 curriculum Implementation of professional development for all Year 4 and 5 teachers and principals</p> <ul style="list-style-type: none"> Professional learning for Years 4 and 5 teachers being rolled out. <ul style="list-style-type: none"> During the period all 46 planned workshops were completed across each of the 6 provinces. A total of 928 teachers were trained from Year 4 but not Year 5 as planned. 	<p>were teachers from 390 schools. This number is very high. ISU explained teachers from Years 2 and 3 who were new or missed out on training in the past were also included in the count</p> <ul style="list-style-type: none"> Although discussions between the SIU, CDU and SIU took place it was agreed that this activity should be suspended and reconceptualised for 2020.
VITE Institutional Strengthening	<ul style="list-style-type: none"> Certificate IV in Vocational Education and Training (VET) was accredited by VQA to be offered at VITE 30 days TA assistance was provided to ISU during the period and good progress was made finalising the RPL process. <ul style="list-style-type: none"> Key achievements during this reporting period include: (i) RPL teacher qualification upgrade project plan developed; (ii) VITE ISU updated RPL assessment question bank for VITE RPL assessors’ toolkit updated; and (iii) VITE ISU updating the training package for VITE RPL assessors. VITE made fair progress implementing an Action Plan to address requirements set by the VQA for accreditation of the Diploma of Education (Primary component of the B Ed via alternative modes of study In-service). An application was also made to the VQA for provisional approval of this component of the B Ed. 	<ul style="list-style-type: none"> Need to sort out fee structure No teachers were offered opportunity to upgrade qualifications because the revised teacher education qualifications program (B Ed) was not approved by the VQA. Although fair progress was made, VITE did not meet all the VQA recommendations for full accreditation of the new B.Ed. An application for provisional accreditation was also not approved by the VQA. This means that courses through alternative modes could not be offered to teachers to upgrade their qualifications
Output 5: New curriculum implemented⁴		
Curriculum Implementation	<ul style="list-style-type: none"> Implementation of ECCE curriculum is progressing well and ongoing 	<ul style="list-style-type: none"> Ongoing training for ECCE teachers, Mobile Early-Childhood Officers and Provincial Early-Childhood Coordinators as of July 2020.

⁴ Progress against Output 5 derived from the final VESP II – Second Six Monthly Progress Report – 1 July – 31 December 2019

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<ul style="list-style-type: none"> • 13 senior secondary syllabus completed and printed in English and French • The curriculum continued to be implemented by schools during this period. Production of materials to support implementation in Year 5 was completed during this period and distribution completed. Training of mostly Year 4 teachers and 5 teachers also progressed during the period. • Good progress was made with procurement and development of materials for schools during the period, specifically: <ul style="list-style-type: none"> ○ 12 Year 5 TGs completed ○ Year 5 Social Science Textbook printed and distributed to all Year 5 classes ○ Year 5 Science textbook and mathematics textbooks procured and distributed to all Year 5 classes ○ Primary graded readers in English and French distributed to all primary schools ○ Year 5 Novels to complement English and French L&K TGs distributed to all Year 5 classes. • Distribution of the TGs and the Social Science Textbook on track to reach all schools by the end of January 2020. • Year 5 Mathematics textbooks distribution has completed. • Anecdotal evidence suggests that at least 90% of schools are implementing the curriculum in Years 1-4. • 80 starter kits were sent to ECCE centres • 70 playgroup starter kits were being shipped to provinces 	<ul style="list-style-type: none"> • Year 11 teachers in Shefa province trained in January 2019 ready for implementation • Year 5 teachers have the materials and training to begin implementing the new curriculum in 2020. • Not all schools have yet received the full volume of materials. The following textbooks have been distributed <ul style="list-style-type: none"> ○ Year 5 Science textbooks, ○ Readers for the Year 5 Language and Communication TG, ○ Graded reading kits and complementary TG in English and in French for Year 1-4 • Distribution of the TGs and the Social Science Textbook on track to reach all schools by the end of January 2020. • Completed • Anecdotal evidence suggests that at least 90% of schools are implementing the curriculum in Years 1-4. • ECCE kits have been scoped and tendered. • The kits were being distributed to ECCE in August 2019.
Assessment, Reporting and	<ul style="list-style-type: none"> • Approximately 89% of students enrolled in government assisted 	<ul style="list-style-type: none"> • Target achieved.

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
Monitoring	<p>schools across Vanuatu participated in the VANSTA test in 2019. VANSTA tests were quality assured, printed, distributed, administered, marked and results analyzed during the period.</p> <ul style="list-style-type: none"> • Assessment Resource Tool for Teaching and Learning (ARTTL) in Literacy and Numeracy for Years 3, 5, & 7 under final developments. • Development and implementation of Internal and External Assessments for Year 10, 12 and 13/14 students <ul style="list-style-type: none"> - A total of 2,881 Year 10 students (2,224 Anglophone & 657 Francophone) sat the National Junior Secondary Schools Examination in 2019 <ul style="list-style-type: none"> ○ A total of 1,547 students (1,025 Anglophone & 522 Francophone) were placed in Year 11 for the 2020 academic calendar - 1,465 students (963 Anglophone & 502 Francophone) sat the Year 12 Examination in 2019 <ul style="list-style-type: none"> ○ From the total students who sat the exams, a total of 1,118 students (905 Anglophone & 213 Francophone) were placed in Year 13 for the 2020 academic calendar - 341 students (Francophone) took the Year 13 Examination <ul style="list-style-type: none"> ○ 211 Francophone students were placed in Year 14 for the 2020 academic calendar. • Customization & Trial of Pacific Students Information Management System (PacSIMS) on year 11 new curriculum. 	<p>The number of students undertaking the VANSTA tests at Years 4 & 6 increased by more than 20% in 2019. The number of students doing the Year 8 tests compares favourably with the numbers who did the Year 8 exams in 2017 (3495). However, the number of students who sat the VANSTA Year 6 in 2017, did not all reach Year 8 in 2019.</p> <p>The full report is under development and on track for completion in January 2020.</p> <ul style="list-style-type: none"> • Consider EQAP to continue to assist so books can be published in late 2020 for schools to use before next round of VANSTA, 2021. • Year 13 Anglophone and Year 14 Francophone examination data are managed by EQAP and UNC respectively. <ul style="list-style-type: none"> ○ EAU will need to collaborate with EQAP and UNC to provide basic examination data (e.g. number of students sitting exams) to EAU for reporting purposes ○ Implementation of Vanuatu Senior Secondary Certification to Year 13 Anglophone schools • EAU to inform EQAP on issues on trial run on PacSIMS and ensure PacSIMS is ready for roll out of our first common year 12 examination

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Language Policy Implementation	<ul style="list-style-type: none"> ● The Years 4-6 Ademap Lanwis program was designed and materials developed in English and French. Pilot locations, schools and teachers selected and logistical arrangements for delivery were finalised A pilot for the program was undertaken. This included face-to-face workshops for 62 teachers, SIOs and PTs in Shefa and Sanma. <ul style="list-style-type: none"> ○ Eight weeks of guided classroom implementation was scheduled to follow but the extent to which this occurred is unclear. ● During the last 6 months the pilot program was established in two school communities on Efate. 15 community reading activities were conducted in each community. They were held once a week. 	<p>based on the new curriculum by February, 2020.</p> <ul style="list-style-type: none"> ● The target was mostly achieved but the one-day review workshop following the pilot did not occur and the final report from the pilot is not yet complete. A review of the approach will be finalised in early 2020. ● The annual target was exceeded. A total of 63 parents and caregivers participated in the community reading pilot. <ul style="list-style-type: none"> ○ Males: 8 grandfathers attended workshops Females: 55 mothers
Output 6: SIPs and grants are monitored by provincial school improvement officers, inspectorates and auditors		
Implement Basic and Secondary Education Policies	<ul style="list-style-type: none"> ● Primary and Secondary Education draft policies developed to the final stage. ● Primary and Secondary Schools data collected, stored in Open VEMIS and used in decision making processes. ● Training on SIP harmonization conducted in TORBA, SANMA, and SHEFA 	<ul style="list-style-type: none"> ● Final consultations ● Data collection training for SIOs ● Rollout training to the remaining 3 provinces
Output 7: Scholarship support is provided to students to have access to accredit training within a Tertiary education framework		
Implementation of the Post School Education and Training Policy 2016-2020	<ul style="list-style-type: none"> ● Development of scholarship policy and procedures guidelines. ● Technical support has been provided to the following PSET Providers to register with VQA; <ul style="list-style-type: none"> ○ Ngafsany Vocational Training Center in Malekula; Jean Baptist Cainas VTC in Ambrym; and Vetimboso VTC in Vanua Lava, Banks 	<ul style="list-style-type: none"> ● For NSTB endorsement ● Government through MOET support Training Center with fees to TVET Unit & VQA To work with other Training Centers, Theological College and Secondary School (TVET in School)

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<ul style="list-style-type: none"> • TVET Unit also supported these twenty one (21) Register PSET Institution to pay their Annual Registration Fee for 2018 with VQA: <ul style="list-style-type: none"> ○ Agape Rural Training Centre; Central School Second Chance Unit; Edwards Institute of Technology; Fisher Young Rural Training Center; Green Hill City Trade School; KorVan Community Health School; Londua Technical School; Lorevuilko Rural and Ministry Training Centre; Lume Memorial Rural Training Centre; Marven Rural Training Center; Matahi Rural Training Centre; Narea Rural Training Centre; Onesua Presbyterian Technical College; Pacific Theological College; Pacific Vocational Training Centre; Pektel Rural Training Centre; Port Vila International Bible College; Rhema Bible Training College; Saint Michel Technical College; Talua Theological Training Institute; Torgil Provincial Institute of Vocational Training • TVET Unit Collaborated with Edwards Institute of Technology to deliver Accredited Basic Computer to Managers of Registered Training Centers in Norther Region in September to October 2019. • TVET Unit supported the following Registered PSET Provider to pay their Accreditation and Approval to Deliver Accredited Course fees with VQA: <ul style="list-style-type: none"> ○ Vanuatu Institute of Teacher Education in Efate ○ Vanuatu Institute of Technology in Efate ○ Marven Vocational Training Center in Malekula ○ Pektel Vocational Training Center in Malekula ○ Lonnoc Vocational Training Center in Santo • TVET Unit organized with Edwards Institute of Technology in Luganville Santo to conduct Accredited Training in Basic Computer for the following Managers & Trainers: <ul style="list-style-type: none"> ○ Fisher Young RTC in Vanualava in Banks ○ Matahi RTC in Malo ○ Lonnoc Vocational Training Center in Malo 	<ul style="list-style-type: none"> • To pay for Annual Registration for 2019 • Supply PSET Providers with ICT Equipment’s to enable efficiency of work in implementing QMS • Similar support to be provided to other registered PSET providers • Produce the report of the training and organized for Central and Southern region Registered Training Center To organize Basic Computer Training for the following Register PSET Provider; <ol style="list-style-type: none"> 1. OPTC in Efate

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	<ul style="list-style-type: none"> ○ Lorovilko Vocational Training Center in Santo ○ Torgil Vocational Training Center in Ambae ○ Agabe Vocational Training Center in Pentecost ● TVET Unit organized Industry scoping for Tafea Province to put together course (accredited or approval to deliver accredited courses(s). Accreditation is the process of assessment and official approval of a qualification usually for a particular period of time, as being able to meet particular requirements defined by an accrediting agency that functions within a quality assurance system. The following Institutions and Industries were being conducted: <ul style="list-style-type: none"> ○ Tanna Coffee; Smaller scale Tourism Operators; White Grass Bungalow; Smaller scale Constructions; Smaller scale Mechanic; Department of Agriculture; Department of Livestock; Department of Cooperative; Department of Public Works; & Tafea Provincial Government Council ● TVET Unit conducted Quality Management System (QMS) TVET in Schools for; <ul style="list-style-type: none"> ○ Rensarie College ○ Aore Adventist Academy ○ Matevulu College ● Teacher Development Unit developed Plan of Data Collection on Qualification and Professional Development for Trainers. <ul style="list-style-type: none"> ○ Develop a Teacher Training and development form ○ Form approved by Director ○ Conduct survey ○ Collection of forms ○ Analysis of data collection ○ Report writing/Recommendation 	<ul style="list-style-type: none"> 2. Lume RTC in Tanna 3. Green Hill RTC in Tanna 4. Bahai LS ● Identified each sector’s specific Training Needs Analysis and similar support will be provided to other Provinces. ● Process of submitting Intent to Register Application with VQA. ● Submission of the report to the Director, yet to collect forms from a few Institutions.
<p>Implementation of Vanuatu Government Scholarships Priority Framework and the National HRD Plan and Sectoral Plans</p>	<ul style="list-style-type: none"> ● Established and signed an MOU with Air Vanuatu in relation to the Shared Vision for Tourism and Aviation in implementing the Pilot Development Plan ● TSCU was part of the National Health Training Committee to develop 	<ul style="list-style-type: none"> ● Continue the collaborations with partners and government agencies / line ministries. ● Currently working with the Office of the

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<p>the National Health Training Plan</p> <ul style="list-style-type: none"> • Currently working with the Office of the Director General of Lands and Internal Affairs in establishing their Human Resource Development Plan. • Worked with Public Service to host the 2019 Public Service Careers Day <ul style="list-style-type: none"> ○ Established the working Group (6 members) and the Reference Group (35 members) for the 2019 Public Service Careers Day. ○ Ran the Public Service Careers Day on the 25th July 2019 and 26th July 2019. • Worked with Vanuatu National Provident Fund to create an educational loan scheme to provide financial assistance to those wanting to study. • Fully Implement the Government’s directive to have all first year students studying in country: <ul style="list-style-type: none"> ○ All first year VANGOV Scholarship (sponsored) students are studying in high education institutes in-country • Presented a Cash flow for the Vanuatu Scholarship Grant to the National Scholarship and Training Board for the second half of the year. • A Bi-lateral framework has been developed for 107 countries. It has four board categories which direct the Scholarship office in its approach in seeking assistance with scholarship donor partners. • Bi – lateral Scholarship <ul style="list-style-type: none"> a. 10 Israel Scholarship b. 23 China Scholarship c. Met the Philippines Ambassador regarding training in the Philippines. d. Working with France Embassy for partial scholarship to France and New Caledonia 	<p>Director General of Lands and Internal Affairs in establishing their Human Resource Development Plan.</p> <ul style="list-style-type: none"> • Completed • Continue the collaborations with partners and government agencies / line ministries. • Continue the collaborations with partners and government agencies / line ministries.

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<p>Implementation of the higher education framework – Higher Education Policy</p>	<ul style="list-style-type: none"> • Liaising with Association Maintenance Durable (AMD) for students to do their work attachments. • Development of higher education bilingual programs: <ul style="list-style-type: none"> ○ Bachelor, Post Grade and Master Degree in Economics, Management and Social Administration with the University of Toulouse 1 Capitol (UT1) ○ The introduction of the second year degree program in Tourism and Hospitality with the University of New Caledonia, University of Toulouse 2 Jean-Jaurès, Taylor’s University of Malaysia and Victoria University of Wellington (VUW). • Key achievements: <ul style="list-style-type: none"> ○ 284 students were enrolled in 2019 in Vanuatu Bilingual Studies which represents 42% increase in 2019 enrolment. ○ The Online Economics and Social Degree Program opened with 29 students enrolled. ○ 18 Students were graduated from a Bachelor degree in Economics and Social Administration ○ 26 students were graduated from a Master Degree in Economics and Social Administration and recruited in internship program with the PSC. ○ 9 Students were graduated with a Master Degree in Town Planning and Local Management with the University of New Caledonia (UNC). ○ The second cohort of 18 students of which 9 of them are PSC Staffs within various government line Ministries and Departments began their Master Degree in town planning on 16th September 2019 with UNC. ○ Registration of Toulouse 1 Capitole (UT1) and University of New Caledonia (UNC) with VQA. 	<ul style="list-style-type: none"> • Continue the collaborations with partners and government agencies / line ministries. • To have a master Plan for the development and extension of the university infrastructure (classrooms, computer and science labs, library, sports and entertainment facilities, lecture theatre, residence for students and lecturers, etc.) To develop a Vanuatu University human resource development, a succession plan and a Financial model to sustain financially the operations and the development of the VNU. • 284 students enrolled in Vanuatu Bilingual Studies – <i>in progress</i> • 29 students enrolled – <i>in progress</i> • 18 students successfully completed the program • 26 students graduated with Master Degree • 9 students graduated • Program in progress • Accreditation of current program underway with VQA. <ul style="list-style-type: none"> ○ A feasibility study will soon be done

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	<ul style="list-style-type: none"> ○ An Agreement for the Organization and Operation of a PHD unit in Vanuatu within the Ecole doctorale du Pacifique will be signed soon to enhance the development of research arm within VNU and also to assist and coordinate Vanuatu PhD Students training and research activities. ● Foreign and regional universities are currently working under 3 main MOU and service agreements: <ul style="list-style-type: none"> ○ MOET/UT1 ○ MOET/UNC ○ MOET/VUW ● Discussions and research are underway for the development of a Strategic Plan for Vanuatu Higher Education ● Discussions and research are underway for the development of a Higher Education Policy 	<ul style="list-style-type: none"> ● More consultations to be organized Discussions are underway with partner universities in the region to offer a joint bilingual degree program aligned with national priorities spelled out in the NSDP 2030. ● The Bilingual Bachelor Degree Program in Environmental Science is scheduled to be launched in March 2020. Discussions are underway to introduce in 2021 a Bachelor Degree in Computer Science ● Discussions and research are underway for the development of a Strategic Plan for Vanuatu Higher Education ● Discussions and research are underway for the development of a Higher Education Policy
<p><i>Output 8: Strengthened performance management systems (reporting against plans and standards), at all institutional levels, including appraisal of managers, principals, teachers, staff)</i></p>		
<p>Education Management systems implemented</p>	<ul style="list-style-type: none"> ● MoET 2019 Business Plan approved by the DG and Minister in June 2019 2020 Budget narrative completed ● 34 schools were audited and audit reports have been completed, finalized and handed to auditees. ● Audit reports for 2017 and 2018 have been submitted to Public Accounts Committee. ● Internal Audits of some MoET offices/units <ul style="list-style-type: none"> ○ Exam and Assessment Unit Over time claims audit has been completed and submitted to MoET Management. ○ Shefa Education Office Special audit investigation has been completed. Report has been completed and handed to MoET Management and the Director responsible. 	<ul style="list-style-type: none"> ● Review of 2019 plan and budget (expenditure) and development of 2020 Business Plan <ul style="list-style-type: none"> ○ Approval of 2020 Business Plan ○ MoET 2020 Budget appropriated by Parliament ● Completed The MoET’s Internal Audit Unit undertakes school audits on an annual basis ● Completed MoET’s Units are subject to Internal Audits as well

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<ul style="list-style-type: none"> • National School Infrastructure Development Plan (NSIDP) community consultations conducted and completed between March and July 2019 in all 21 targeted areas within the six provinces • NSIDP Implementation Guide developed for three (3) phases – phase 1; phase 2; phase 3A & phase 3B. <ul style="list-style-type: none"> ○ Infrastructure budget were also put in place for each phases of implementation • All approved relevant and key documents (Legislation, Plans, policy documents and standards) uploaded into the Open VEMIS, the management site, and the MoET website for ease of access by MoET staff and public at large. • Registration of schools and education authorities according to EA and School Registration Policy: <ul style="list-style-type: none"> ○ 7 junior secondary and ○ 4 senior secondary schools were registered; ○ 3 private education authorities were also registered • VETSS 2019-2030 updated (V09) compiled in November to December 2019 • A total of 12 (out of 45) MoET project proposals were approved by DSPPAC and these projects were funded by Development Partners (e.g. JICA, DFAT, MFAT, UNESCO, UNICEF, World Bank, & others). • 9 (out of 16) New Policy Proposals (NPP) were approved by the Ministerial Budget Committee. These 9 NPPs have a total of 801,000,000VUV. • The Bill for National University of Vanuatu was tabled and passed unanimously by Parliament on 17th December 2019; and listed on the official gazette No.5 of 2020, dated 24 January 2020 <ul style="list-style-type: none"> ○ National University of Vanuatu Act No.34 of 2019 • The Education Act No.09 of 2014 was amended in alignment with the 	<ul style="list-style-type: none"> • Implementation of NSIDP Phase 1; and Develop NSIDP sustainability training package for provincial education offices and education authorities • Continue to train and support all officers to use OV OV Provincial-base planned and funded trainings are ongoing. • Ongoing • VETSS 2019-2030 has been and still undergoing Independent Appraisal Review processes <ul style="list-style-type: none"> ○ Final VETSS 2020-2030 will be circulated in early 2020. • Ongoing coordination of project proposal developments and submissions Follow up with DSPPAC for Donor assistance and support for submitted projects. • Unapproved NPPs resubmitted to DSPPAC for project consideration • Implementation of the National University of Vanuatu Act No.34 of 2019; and the other related education and training acts.

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	<p>National University of Vanuatu Bill.</p> <ul style="list-style-type: none"> ○ Education (Amendment) Act No.35 of 2019 ● The Vanuatu Qualifications Authority Act No.1 of 2014 amended and passed by Parliament in 2019 <ul style="list-style-type: none"> ○ Vanuatu Qualifications Authority (Amendment) Act No.36 of 2019 ● Vanuatu, through MoET and the assistance of Foreign Affairs Department Co-Hosted the University of the South Pacific’s Council Meeting ● Efficient management and delivery of Information Technology services for the Central and Provincial Offices, including schools. <ul style="list-style-type: none"> ○ MoET’s Open VEMIS (OV) developments - Work with VQA to build PSET module; established a connection between Open VEMIS and Civil Registry Database; develop Teacher Login; Develop MQS and SIP module in OV; modify Finance Module (bank reconciliation function); provide OV on-demand training to MoET staff and schools; and provide OV account support to staff. ○ Provision of computers and support provided to the following schools to set up their computer rooms/labs – Lamap SS (20 computers); College de Saint Michel (5); Hog Harbor SS (5); Santo East SS (5); Epi High School (5); Ipota SS (10); Matevulu College (25); Hope School (5); Mwast Centre School (5); Vaum SS (5); Ekipe Centre School (5); Eles Centre School (5); Neram (1); Ere Centre School (2); Robin SS (10); Ranon PS (1); Sarakata Centre School (9); Sarakata SDA PS (10); Kapalpal School (5); and Lenakel College (6). ○ A total of Ten (10) IT preventive maintenance activities conducted in all provincial education offices (2 trips each for Torba, Sanma, Malampa, and Tafea; 1 trip to Penama and 1 preventive maintenance conducted in Shefa) ○ Effective day-to-day helpdesk support provided and upgrade 	<ul style="list-style-type: none"> ● Completed - Successfully event ● Ongoing development and upgrade of MoET’s Open VEMIS ● Provide preventive maintenance support to provincial education offices which includes trips to the provinces/schools. Preventive maintenance activity includes cleaning PCs and laptops, scanning for viruses, installation & upgrading software, hardware repairs, sharing of ICT tips, network testing & troubleshooting, Finger Tec Systems, Backup Systems, checking and maintaining the Standard Operating Environment Systems (SOE) on all PCs and laptops used in the offices. ● Provided day-to-day helpdesk support which

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	<p>of IT systems at the Central Office, including provincial education offices – Upgrade network some switches at main building, EAU, CDU and Shefa offices to Power Over Ethernet (PoE) type of switches; Work with OGCIO to migrate our old VoIP system by Huawei to new one by Cisco; Upgrade network switches at Sanma and Malampa office to Power Over Ethernet (PoE) type of switches; & replaced Sanma Education FingerTec machine.</p>	<p>includes attending to staffs’ computer issues, network issues, system issues as well as providing IT advices to staff on IT matters</p> <ul style="list-style-type: none"> ○ Provided day-to-day remote helpdesk support using the mediums VoIP, Email, Remote Desktop support
<p>Output 9: Provincial management to support service delivery at school level⁵</p>		
<p>Devolved education service delivery to schools</p>	<ul style="list-style-type: none"> • Orap SSC fully operational for 26 schools. <ul style="list-style-type: none"> ○ The SSC is also used by MALAMPA Provincial Education Office staff when there is NO internet/GoV network connection at the provincial education office in Norsup, Malekula • Training has been held for all six provinces, School Improvement Officers (22) in four provinces were trained in 2019 Tafea, Shefa, Sanma and Torba. There are a total of 39 SIO’s and coordinators; Malampa was Penama were completed in 2018. SIO’s will provide training to Principals and council members in their zones. • School communities’ successful improvement practices integrated into SIP’s and training rolled out to SIO’s in four provinces. • MALAMPA Province School Principals Conference conducted in 	<ul style="list-style-type: none"> • VESP II could consider monitoring of SSC effectiveness in 2019 The MoET data cleaning team will continue to support work of the TSC into 2019 • SIO’s are responsible to train principals within their zones. All primary schools have been made aware of their responsibilities in developing their SIP. This is being achieved through on-going consultation with PEOs and school principals based on the relationships established under VESP I. • SIOs and school inspectors to confirm the number of schools linking to SIP to MQS. Strategy approved by DFAT, MoET and will be developed further and implemented in 2020. Training delivered to all SIOs and selected principals in Tafea and two Zones (3 and 6) were selected for the pilot. Schools in selected zones have drafted their plans to be approved by the Tafea PEO • Implementation of Malampa School Principals’

⁵ Progress against Output 9 derived from the final VESP II – Second Six Monthly Progress Report – 1 July – 31 December 2019

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<p>LitzLitz, Malekula. Over 100 school principals attended and participated in the Conference</p> <ul style="list-style-type: none"> • Vanuatu, through the MoET hosted the Sub-Regional Education Data Analysis Training in late October 2019. A total of 36 participants (19 males & 16 females) coming from Vanuatu, Fiji, Kiribati, Solomon Islands, Papua New Guinea and New Caledonia. Seven (7) Facilitators (3 females & 4 males) participated in the training. 	<p>Conference resolutions</p> <ul style="list-style-type: none"> • Completed
<p>Evidenced based policy and planning</p>	<ul style="list-style-type: none"> • All 2017 VANSTA results uploaded onto OVEMIS and presented to School Principals during MALAMPA School Principals' Conference in August 2019 • Grant calculator used for 2 school grant tranches payment in 2019. • 55% (282/509) of all schools using VEMIS Finance module • SIPs uploaded on VEMIS (96% schools have a SIP in grants criteria). • Open VEMIS Data Quality workshop held with all SIO Coordinators, PT Coordinators and Provincial VEMIS Officers in Luganville, Santo. • Module for inserting SIP and MQS into Open VEMIS is completed and awaiting MOET IT Unit to finalise it before schools could start inserting SIP and MQS information into OV. • Most school Principals has received training and beginning to implement SIP as part of the overall annual school management program. • 1,502 teachers have their qualifications status uploaded into Open VEMIS. • Research studies and reports produced between January and July 2019 includes: <ul style="list-style-type: none"> ○ Barriers to education ○ Barriers to WASH Habit formation, and Inclusive WASH in Schools. 	<ul style="list-style-type: none"> • Completed • Upgrade grants calculator in OV • Continue to provide mentoring support to improve the school grants compliance • All primary schools to upload their respective SIP in OV • Similar workshop to be organized in 2020. • MOET IT Unit to finalise it before schools could start inserting SIP and MQS information into OV. • Refresher trainings for current principals and new principals • Update teachers' qualification status updated in OV by Teacher Data Cleaning Team • Responsible Units/Directorates to collaborate with development partners & stakeholders to implement recommendations from the studies.

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Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
	<ul style="list-style-type: none"> ○ Reports available in the MoET public website ● Increase in the use of Open VEMIS at all levels (80% schools, 95% at PEO, & 50% at central). 	<ul style="list-style-type: none"> ● Refresher trainings to be conducted for staff at central, provincial and school levels.
Output 10: School leadership to support improves learning in classrooms⁶		
School Leaders Program	<ul style="list-style-type: none"> ● MQS Manual: Consultation workshop (funded by UNICEF and with VESP TA) was held in September for the MQS Harmonization. UNICEF is recruiting a TA to work with the MOET from Mid-February. Once the consultation and compilation of the MQS is completed, VESP will assist the MOET with training in the harmonized standards. ● Principal’s Manual: The Principal’s Manual is completed, awaiting final quality check and to be printed and circulated to all schools. Training of Principals in use of the Manual to link with MQS is planned for 2020. ● SIO Manual: SIO Manual has been finalized awaiting printing and to be circulated to all schools. Training for the Manual is planned for 2020. ● 19 School Principals and MOET managers have started the Certificate IV in Leadership and Management at APTC. Out of this number, six (6) are females. 	<ul style="list-style-type: none"> ● MQS Manual is behind schedule due to UNICEF’s work plan. UNICEF has recruited a technical Advisor to begin work with the MOET and especially School Improvement Unit (SIU) from mid-February to harmonize the current ECCE Service Standards and Primary School MQS to form a single School Standards for ECCE to Year 13 Level. ● The Principal’s Manual and SIO Manual will be printed this year and send to schools. Training will be administered in the provinces for the Manuals as part of the 2020 Annual Plan. ● Printing and to be circulated to all schools. Training for the Manual is planned for 2020. ● Fair progress. VESP continues to help MoET explore options for education leaders to upgrade their skills and qualifications Discussions with USP are ongoing. Following consultations between SIU and USP, the USP have indicated that they need to conduct an environmental scan so they can determine modes of study for delivering their accredited School Leadership Program to MoET leaders.
Output 11: Community engagement to support improved quality, access and participation in schooling⁷		

⁶ Progress against Output 10 derived from the final VESP II – Second Six Monthly Progress Report – 1 July – 31 December 2019

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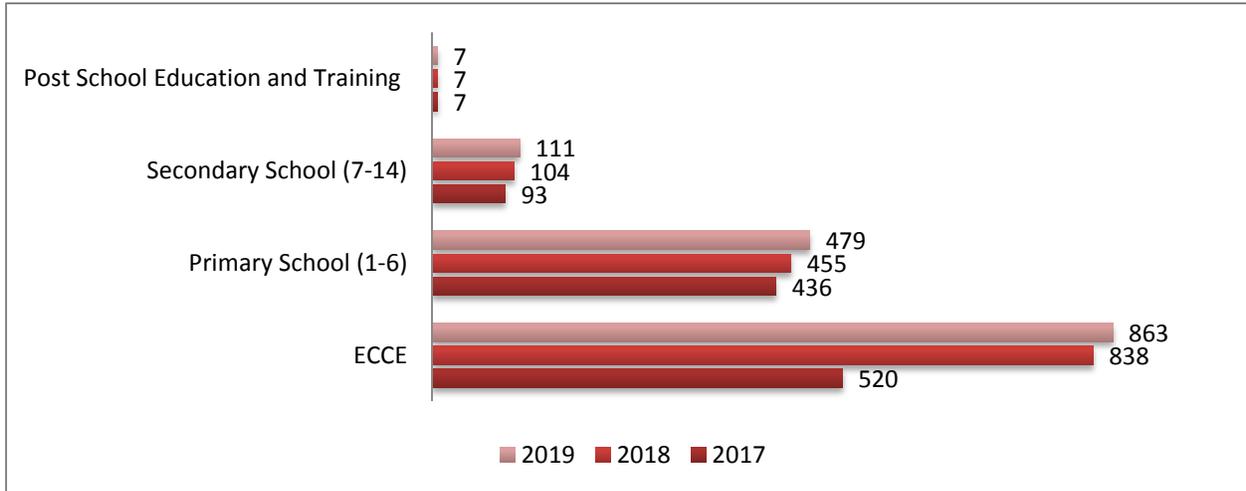
Key Activity	Progress in reporting period (Jan – Dec 2019)	Cumulative progress / way forward
School Leaders Program	<ul style="list-style-type: none"> • 3,283 women, 2,912 men and 3,967 children reached with ELAC • Training content of right age enrolment and parental support has been prepared and is ready for use • During the last 6 months (2019) the pilot program was established in two school communities on Efate. <ul style="list-style-type: none"> ○ 15 community reading activities were conducted in each community. They were held once a week. 	<ul style="list-style-type: none"> • 4,683 women, 3,712 men and 4,967 children reached with ELAC. • Training content ready. 2020 annual plan to be done due to the delay in defining the schools involved with Innovation Funds. • The annual target was exceeded. A total of 63 parents and caregivers participated in the community reading pilot. <ul style="list-style-type: none"> ○ Males: 8 grandfathers attended workshops Females: 55 mothers
Development and implementation of a MoET communication plan	<ul style="list-style-type: none"> • Draft Communication Protocol submitted to MoET • 7 communication tools created • Daily radio messages and weekly radio interviews continued • 8 press appearances • NSIDP Communications guidelines • Agreement signed and launch of the free access to Open VEMIS for TVL users 	<ul style="list-style-type: none"> • Finalize MoET’s Communication Protocol • 32 tools created • Daily radio messages and weekly radio interviews • 13 press appearances • Communications guidelines for partner Innovation Schools created NSIDP Communications guidelines. • 4 partnerships – 2 with the private sector, 2 with civil societies (TVL, Digicel, UNICEF and Vanuatu Society for Disabled People.

⁷ Progress against Output 11 derived from the final VESP II – Second Six Monthly Progress Report – 1 July – 31 December 2019

6. Key Statistics

Figure two (2) shows the number of registered schools in Vanuatu from 2017 to 2019. The key information drawn from this graph is that the number of ECCE, Primary and Secondary schools has increased within the last three years (2017-2019).

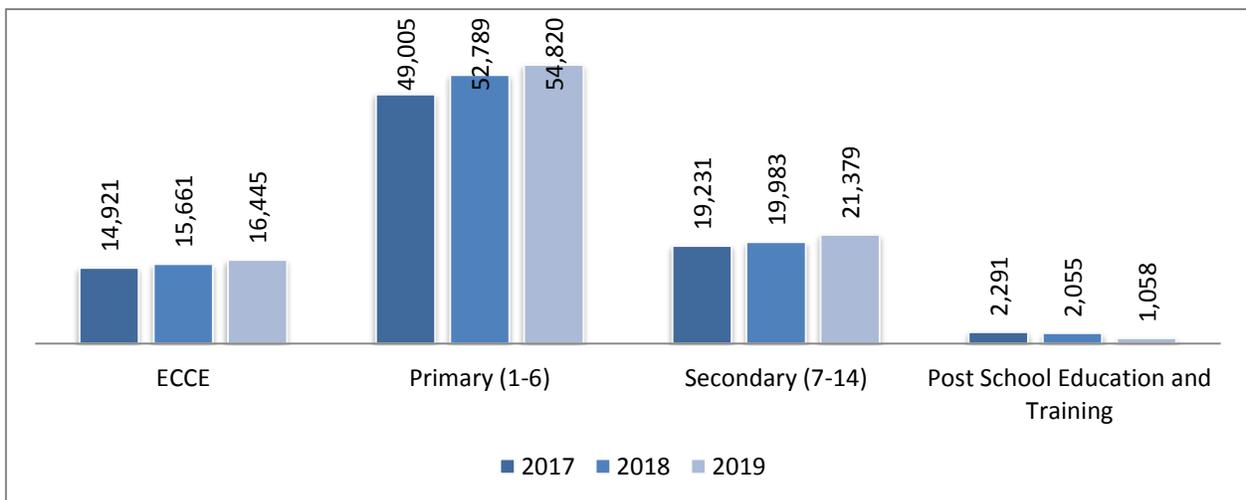
Figure 2: Total number of schools in Vanuatu by school type, 2017-2019



Source: Education Statistics – Basic Tables of 2019, pg.8 & 30

The number of Post-School Education and Training (PSET) institutions remained the same. This only includes the main PSET institutions that were registered under the Vanuatu Qualifications Authority (VQA).

Figure 3: School enrolment trend by sector levels, 2017-2019



Source: Education Statistics – Basic Tables of 2019, pg.8 & 30

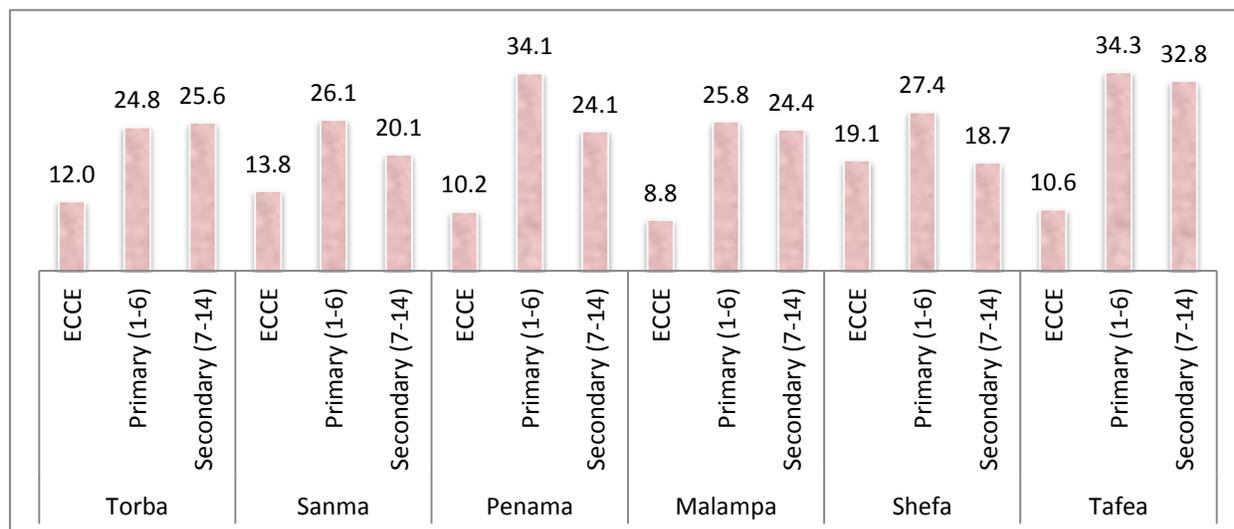
Figure three (3) illustrates enrolment trend by sector level (ECCE, Primary 1-6, Secondary 7+ & PSET) from 2017 to 2019. Total student enrolment has been increasing significantly at ECCE, Primary and Secondary levels. From 2018 to 2019 there was a decline in student enrolment at PSET level. This may

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have been the impact of PSET institutions that did not meet the requirements of the Vanuatu Qualifications Framework set out and regulated by the VQA.

Figure four (4) shows information on Pupils Teacher Ratio (PTR) for Government paid Primary and Secondary teachers, including ECCE teachers for each province. Generally, PTR is higher in Primary schools for some provinces compared to secondary schools which are set below the required standard ratio. Given that, the standard ratio for a Primary teacher is 1:30 and Secondary teacher is 1:25.

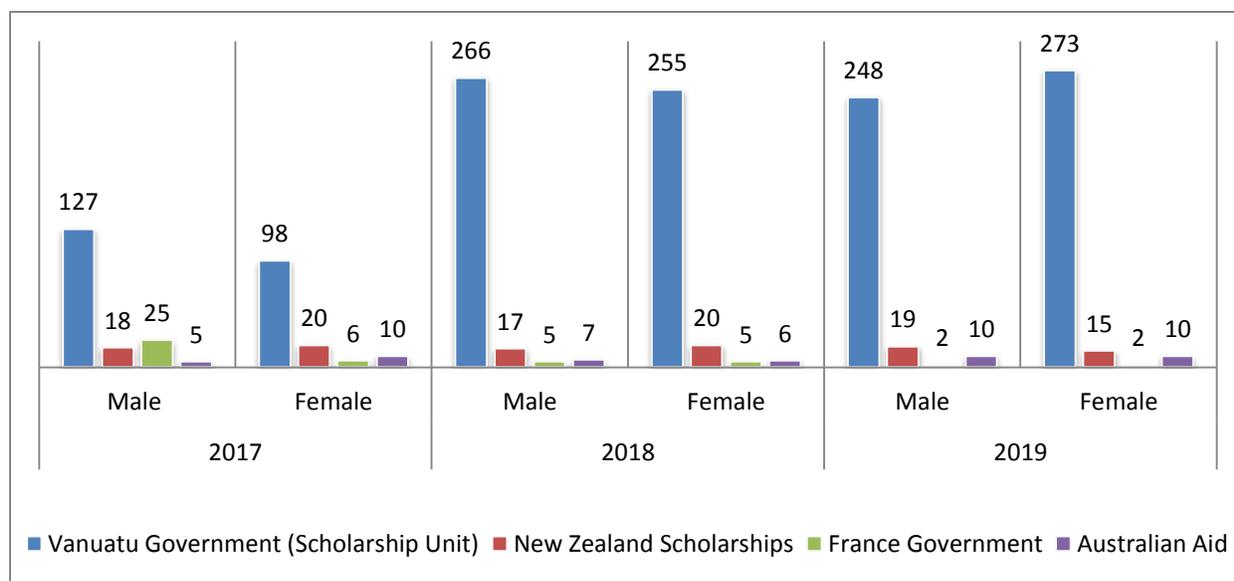
Figure 4: Pupil Teacher Ratio by ECCE, Primary & Secondary Schools for Government Paid Teachers, by Province, 2019



Source: Education Statistics – Basic Tables of 2019, pg.27

In 2019 Penama and Tafea had the highest primary schools’ pupil teacher ratio at 1:34, while Tafea still had the highest secondary pupil teacher ratio at 1:32. The provinces of Torba, Penama and Malampa have to some degree reached the standard PTR for secondary (1:25). Shefa province had the highest pupil teacher ratio for ECCE (1:19).

Figure 5: Total number of new scholarship awardees by sponsor and gender, 2017-2019



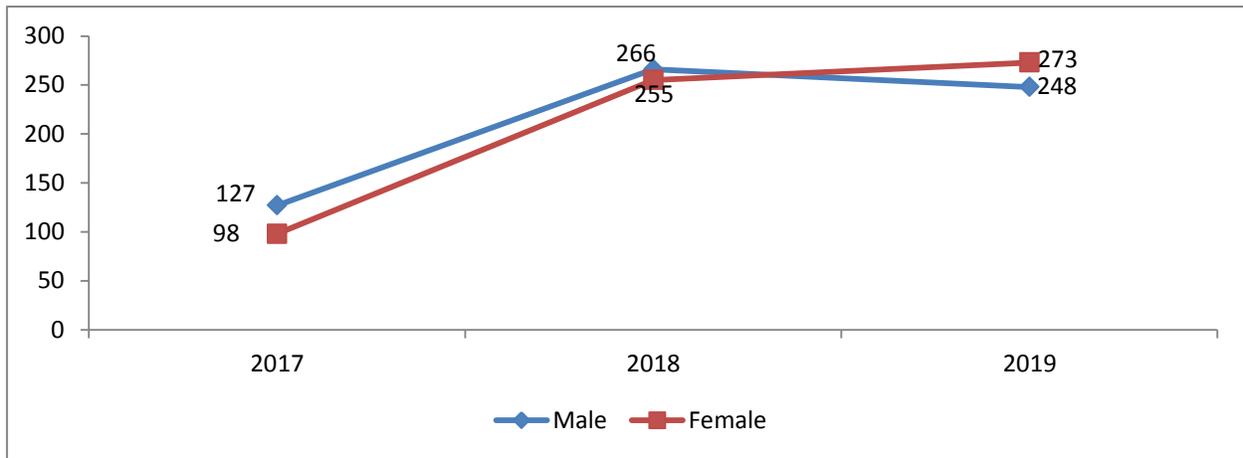
Source: Education Statistics – Basic Tables of 2019, pg.37

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The Vanuatu Government, through the Ministry of Education and Training and its development partners have provided scholarships for students to pursue tertiary studies abroad and in-country as well. Figure five (5) shows the total number of new scholarship awardees by sponsor and gender in the last three years (2017-2019). A large proportion of the new scholarship awardees were sponsored by the Vanuatu Government.

Figure six (6) illustrates the total number and trend of Vanuatu Government new scholarship awardees by gender from 2017 to 2019. A drastic increase in the number of Vanuatu Government new scholarship awardees occurred in 2018 and was maintained in 2019. The key information drawn from this graph is that the number of new female scholarship awardees has increased significantly in the past two years (2018-2019).

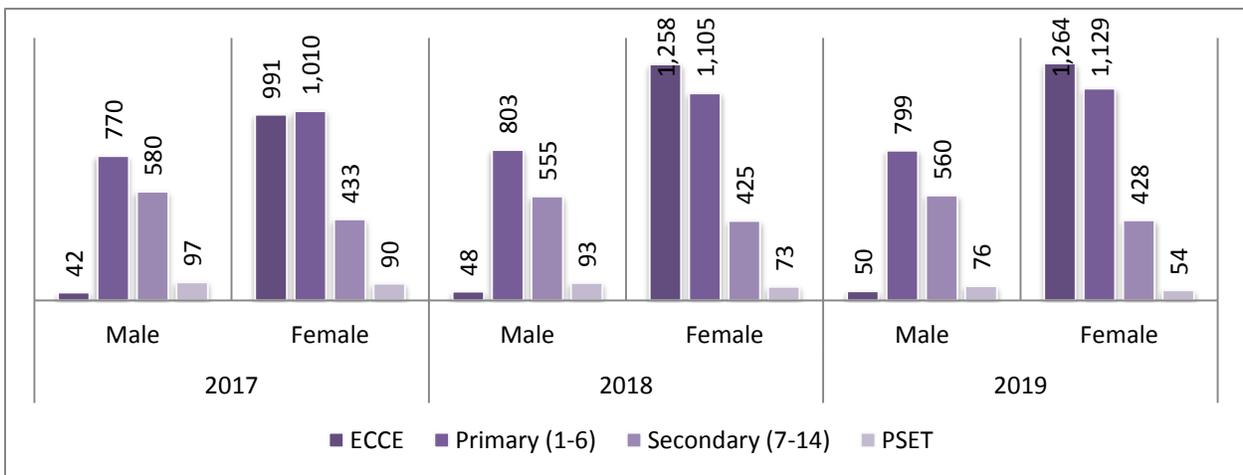
Figure 6: Total number of and trend of Vanuatu Government new scholarships awardees by gender, 2017-2019



Source: Education Statistics – Basic Tables of 2019, pg.37

Figure seven (7) indicates the total number of teachers and trainers by school type and gender. Generally, the number of female teachers for ECCE and primary levels has been increasing during the last three years (2017 – 2019).

Figure 7: Total number of teachers and trainers by school type and gender, 2017-2019



Source: Education Statistics – Basic Tables of 2019, pg.25

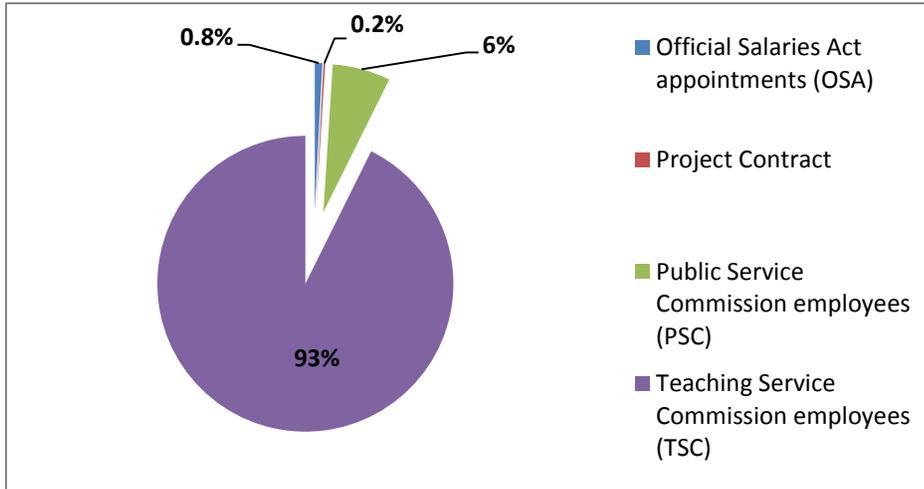
At secondary school level, the number of male teachers is slightly higher than that of female teachers. A similar scenario can be seen in the number of trainers at the PSET level – more male trainers than female in the last three years.

7. Human Resource Management

MoET Workforce – Staff and Teachers

The graph (figure 8) below provides an overall picture of the staff and teachers under the payroll of the Ministry of Education and training as at pay period 1926 of 2019. It is evident that majority of the

Figure 8: MoET Workforce (Staff and Teachers)



MoET’s workforce (93%) are the employees of the Teaching Service Commission (TSC). These were consists mainly of teachers of ECCE, Primary, Secondary schools including PSET Institutions.

The Staff employed by the Public Service Commission (PSC) makes up 6% of the

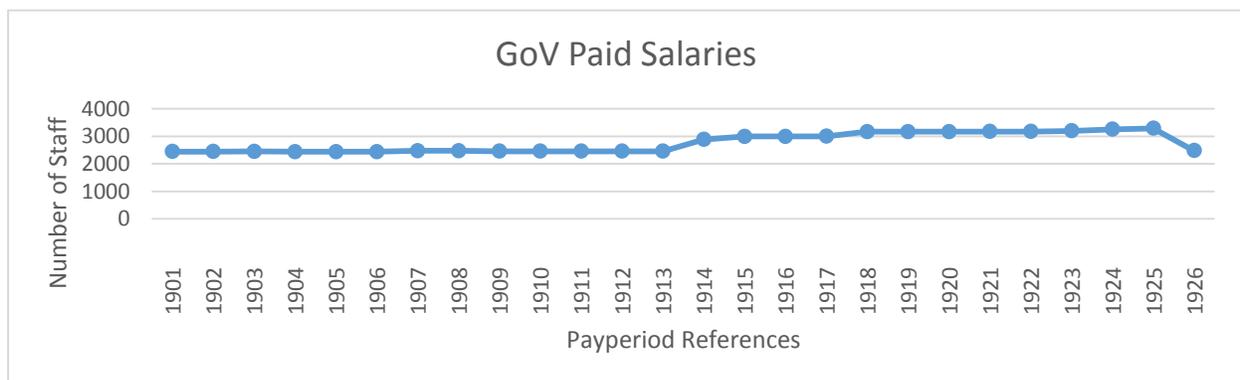
Source: Smart stream payroll report - 2019

MoET’s workforce, while a small but significant percentage of staff are on project contract (0.2%) and official salaries act appointments (0.8%).

Staff in the government payroll from pay period 1901 to 1926

The line graph (figure 9) shows the trend of staff in the education payroll by pay periods. In pay period 1914 there was a slight rise reflecting the recruitment of teachers into the government system, with continuous climb right through to pay period 1925 indicating the recruitment of contracted ECCE teachers with a drop in pay period 1926 when the ECCE teacher’s and other contracts ended and wages ceased.

Figure 9: Trend of education and training staff payroll by pay periods, 2019



Source: Smart stream payroll report - 2019

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Other PSC HR Statistics

Table 3: MoET's Public Service HR Statistics

PSC HR Statistics	
New appointments	25
Retirees	3
Resignations	3
Termination	1
Internal Transfers	3
Disciplinary Cases	3
Internship (graduate attachments)	12
Staff on study Leave (Scholarship)	8
Teachers Acting on PSC Post	4

In 2019, the MoET had three (3) retirees and resignations respectively. The Human Resource Management Unit of the MoET, in collaboration with the PSC, respective Units of the MoET and the Department of Finance and Treasury, was able to recruit 25 new staff.

It is also worth noting that eight (8) staffs are currently on study. To curb the staff shortfall, the MoET's Human Resource Unit in collaboration with the Vanuatu Institute of Public Administration and Management (VIPAM), has engaged twelve (12) graduate interns working in various Units of the Ministry. In addition, a total of four (4) teachers have taken up responsibilities against PSC positions on acting capacity.

Along the year, the PSC had dealt with three (3) disciplinary cases for the MoET. Out of the three (3), one resulted in a termination by PSC.

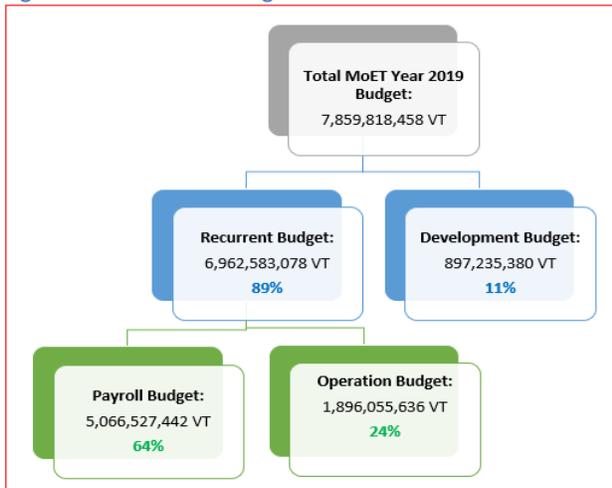
8. Education and Training Sector Financing

Budget Overview

The Ministry of Education & Training (MoET) continues to implement its programs and activities with technical and budget support jointly from the government and development partners in 2019.

In 2019 MoET's annual budget was 7.8 billion vatu and this is inclusive of both the recurrent and development fund. Of this

Figure 11: MoET 2019 Budget Overview



total, the recurrent budget allocation makes up 89% and the development budget makes up the remaining 11%. The major portion of the recurrent budget is stored in the Payroll accounts with a budget of 5.06 billion vatu. And the remaining 1.89 billion vatu is allocated to operations budget accounts.

total, the recurrent budget

allocation makes up 89% and the development budget makes up the remaining 11%. The major portion of the recurrent budget is stored in the Payroll accounts with a budget of 5.06 billion vatu. And the remaining 1.89 billion vatu is allocated to operations budget accounts.

The total 2019 Government recurrent budget was 33.7 billion vatu. And of this total, MoET 2019 annual recurrent budget was 6.9 billion vatu which is 21% of the total recurrent Budget (Fig.10).

Figure 10: MoET 2019 Annual Budget

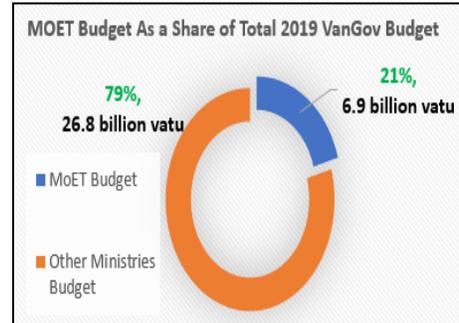


Table 4: Development Partners Contribution

MoET Donor Partners	Budget Contribution	% Share of Total
Publications Revenue	107,138	0.01%
A.D.B. Contributions	370,851,066	41.33%
Australia Contributions	99,521,378	11.09%
Commonwealth Contributions	3,469,409	0.39%
U.N.D.P. Contributions	12,747,276	1.42%
France Contributions	597,311	0.07%
Japan Contributions	96,398,425	10.74%
New Zealand Contributions	205,717,743	22.93%
Miscellaneous O/S Contributions	42,900,788	4.78%
South Pacific Commission Contributions	846,881	0.09%
U.N.I.C.E.F Contributions	58,119,630	6.48%
U.N.E.S.C.O Contributions	5,958,335	0.66%
Total	897,235,380	100%

Table 4 shows the development partners budget contribution. It shows that the A.D.B contributed majority of the donor budget support with a total contribution reaching 41%, New Zealand with the second highest with a percentage contribution of 22.93% and the Australia contributions at 11.09 %.

Recurrent Budget Ceiling Changes

- As at 1st January 2019 the recurrent budget ceiling was, 6,215,406,052 VT.
- As at 31st December 2019 the Appropriated budget stands at 6,962,583,078 VT

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- The budget increased by 12% which is equivalent to 747,177,026 VT. This increase was caused by the approved supplementary budgets which includes; 2018

Table 5: MoET 2019 Supplementary Budget

#	Supplementary Budget	Budget
1	2018 GRT Anomalies	546,677,026
2	School Fee Exemption for all school children from Ambrym and Ambae	120,000,000
3	Contract Agreement with InterChange Ltd	67,500,000
4	Year 7 to 10 Tuition Fees & Secondary School Grant	13,000,000
Total Supplementary Budget		747,177,026

GRT Anomalies; School Fee Exemption for all school children from Ambrym and Ambae; Contract Agreement with InterChange Ltd; Year 7 to 10 Tuition Fees & Secondary School Grant.

- Table 5 outlines the additional 2019 supplementary budget that increased the budget ceiling from 6,215,406,052 VT, as at 1st January 2019, to 6,962,583,078 VT by the 31st of December 2019.

Table 6: MoET 2019 Total Budget Expenditure Summary (Recurrent + Development)

Departments	Recurrent Budget Expenditure			Development Budget Expenditure			Total MoET Annual Budget Expenditure		
	Budget	Total	Remaining	Budget	Total	Remaining	Budget	Total	Remaining
51 MoE Cabinet	107,726,153	99,636,159	8,089,994	0	0	0	107,726,153	99,636,159	8,089,994
53 Education Service Directorate	5,820,877,541	5,726,676,327	94,201,214	624,859,826	670,092,088	-45,232,262	6,445,737,367	6,396,768,415	48,968,952
54 Director General Directorate	63,584,183	51,162,606	12,421,577	0	154,028,643	-154,028,643	63,584,183	205,191,249	-141,607,066
55 Education Commissions and Councils	78,887,155	79,829,420	-942,265	0	-12,165	12,165	78,887,155	79,817,255	-930,100
82 Finance & Administration Directorate	253,053,122	249,511,386	3,541,736	239,816,743	896,244	238,920,499	492,869,865	250,407,630	242,462,235
83 Policy & Planning Directorate	43,659,469	38,206,287	5,453,182	3,013,533	14,173,113	-11,159,580	46,673,002	52,379,400	-5,706,398
88 Tertiary Education Directorate	594,795,455	565,810,147	28,985,308	29,545,278	15,460,191	14,085,087	624,340,733	581,270,338	43,070,395
Total	6,962,583,078	6,810,832,332	151,750,746	897,235,380	854,638,114	42,597,266	7,859,818,458	7,665,470,446	194,348,012

Table 6 shows that MoET has within the 2019 financial year a total budget of 7.8 billion vatu, inclusive of both recurrent and development budget, to implement its annual work plan activities. By 31st December 2019, MoET had expended 98% of this total budget and had a favorable total remaining budget of 194 million vatu.

MoET has a favorable remaining **recurrent** budget of 151 million vatu. Most of the remaining budget was from payroll budget account alone. One of the major contributing factors to this remaining budget was due to unfilled 2019 vacancies (total unfilled 2019 vacancies = 15) and GRT payroll budget savings.

On the other hand, the **development** budget for the 55 MoET 2019 Active Projects was 897 million vatu. The total expenditure was 854 million vatu and the remaining development budget balance was 42.5 million vatu.

Revenue

In terms of revenue, MoET collected in total revenue of 25.2 million in the year 2019 from these revenue accounts which include:

1. Other Asset Disposals
2. Teachers Licensing Fees
3. Other Fees
4. Exam Levies
5. Other Recoveries

Assets

The total expenditure on all assets, that is expenditure of all asset accounts (8E*) totals to 505 million vatu. This total expenditure captures all asset that were bought using the *Recurrent Budget* as well as the *Development Budget*. The summary is displayed in table 7.

Table 7: Total Asset Expenditure Summary

Funder	Sum of Asset Expenditure	% of Total Asset Expenditure
Recurrent Budget	21,480,365	4%
Development Budget	484,402,065	96%
Total	505,882,430	100%

This table shows that 96% of the total Asset Expenditure were from the Development Budget because majority of this budget were focused on the constructions and renovations of classrooms in 2019. The remaining 4% of the total was from recurrent budget and were mainly expended on Information Technology equipment's, such as computers, and Vehicles.

Recurrent Budget Expenditure

This section has collated all recurrent budget expenditure activities for operations and payroll under the Ministry which comprises of seven (7) departments: MoET Cabinet Support Services (510), Department of Education Services (530), Director Generals Directorate (540), Education Commissions and Councils (550), Administration & Finance Directorate (820), Policy and Planning Directorate (830) and Tertiary Education Directorate (880) for the financial year of 2019.

Table 8: Recurrent Budget Expenditure

		Recurrent Budget Expenditure			
Departments		Budget	Total	Remaining	% Expensed
51	MoE Cabinet	107,726,153	99,636,159	8,089,994	92%
53	Education Service Directorate	5,820,877,541	5,726,676,327	94,201,214	98%
54	Director General Directorate	63,584,183	51,162,606	12,421,577	80%
55	Education Commissions and Councils	78,887,155	79,829,420	-942,265	101%
82	Finance & Administration Directorate	253,053,122	249,511,386	3,541,736	99%
83	Policy & Planning Directorate	43,659,469	38,206,287	5,453,182	88%
88	Tertiary Education Directorate	594,795,455	565,810,147	28,985,308	95%
Total		6,962,583,078	6,810,832,332	151,750,746	98%

As previously mentioned, the original budget ceiling that was approved and allocated by Council of Ministers (COM) for the Ministry for the 2019 financial year was 6,215,406,052 VT. However, by the 31st of December 2019 this budget ceiling has increased to 6,962,583,078 vatu and remained as the final appropriated budget for the Ministry. The budget increased by 747 million vatu. The contributors to this increase include these approved supplementary budget requests; 2018 GRT Anomalies; School Fee Exemption for all school children from Ambrym and Ambae; Contract Agreement with Inter Change Ltd; Year 7 to 10 Tuition Fees & Secondary School Grant.

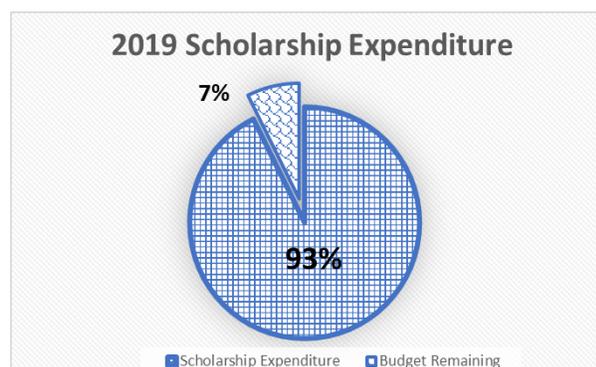
The MoETs 2019 recurrent budget makes up 21% of the total Government appropriated recurrent budget ceiling of 33,787,756,597 vatu.

Table 8 shows the summary of the Ministry's Budget allocation and Actual Expenditure by directorates / departments.

Overall, the Ministry had a favorable remaining annual budget of 151 million vatu. Majority of the remaining budget was from the payroll budget and specifically due to; unspent payroll budget of vacancies that were not filled in the year 2019 (total unfilled 2019 vacancies = 15) and GRT payroll savings mainly from the teacher's payroll (see highest green bar in the remaining budget column). The table shows that MoET has expended 98% of its total budget.

Scholarship Budget Expenditure

Figure 12: Scholarship Budget



Although the Scholarships Budget is an activity of the Tertiary & Higher Education Directorate, the Scholarship budget of 838,369,211 vatu is not reflected within the MoET 2019 appropriated budget. The Scholarship budget was transferred to the Ministry of Finance and Economic Management since the year 2016 with the hope to better manage the budget and improve its processes. In 2019, 93% or 776 million vatu of the total scholarship was expended leaving a total remaining balance of 61 million vatu as at 31st December 2019.

Payroll Budget Expenditure

The Payroll Budget makes up 73% of the total MoET recurrent annual budget. As at 31st December 2019 the Payroll Allocation report of pay period 26 of 2019, which was the last pay period of the year, shows that this payroll budget was expended on 3,487 employees, see summary details in table 9.

Table 9: Head Count of Personnel at Pay 26/2019

Employee Category	Sum of Count	% of Total
Cabinet	21	1%
PSC Employees	178	5%
Teachers	3,288	94%
Grand Total	3,487	100%

Table 9 clearly shows that Teachers (809 ECCE + 1445 Primary + 853 Secondary + 111 Tertiary + 47 Zone Curriculum Advisors + 23 ISU Teachers): makes up 94% of the total employee working under the Ministry of Education & Training. 1 % of the total employee is the Cabinet Support staffs and 5% are the Public Service Commission employees. This implies already that majority of the Ministry's payroll budget expenditure was for the teacher's payroll alone.

Table 10: Payroll Budget Expenditure by Department

Department	Budget	Actuals	% Bgt. Exp.	Budget Remaining
MoE Cabinet	82,755,688	74,480,663	90.0%	8,275,025
Education Service Directorate	4,392,863,360	4,283,405,051	97.5%	109,458,309
Director General Directorate	50,129,841	37,945,206	75.7%	12,184,635
Education Commissions and Councils	25,817,814	26,717,604	103.5%	-899,790
Finance & Administration Directorate	63,569,123	60,361,994	95.0%	3,207,129
Policy & Planning Directorate	35,862,262	31,040,386	86.6%	4,821,876
Tertiary Education Directorate	415,529,354	390,795,083	94.0%	24,734,271
REPORT TOTAL	5,066,527,442	4,904,745,987	97%	161,781,455

Table 10 clearly shows that MoET has expended 97% of the total annual payroll budget which is equal to as at 31st of December 2019. All Departments payroll budget has a positive remaining budget balance except for Education Commissions and Councils Directorate that was overspend by 899,790 VT. That overspending was incurred in the department because of an occupied unbudgeted post.

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However, there is a total positive remaining budget balance of 161 million vatu. The remaining payroll budget was partly due to some vacancies that were not filled in the year 2019 as well as payroll savings from teachers' payroll. In terms of vacancies, MoET has budgeted for 42 vacancies and by 31st of December 2019, 27 posts of this total were filled (23 occupied by permanent officers and 15 by interns).

Table 11: Status of MoET Budgeted Vacancies by Department as at 31st Decemeber 2019

Vacancy Status Per Dept.	Count	Sum of Total
530 - Education Service Department	29	47,680,136
FILLED	14	20,586,056
FILLED (Intern)	4	7,979,816
VAC	11	19,114,264
540 - Director General Department	3	12,645,360
FILLED	3	12,645,360
550 - Education Commissions & Council	1	1,699,464
VAC	1	1,699,464
820 - Administration & Finance Department	2	4,381,520
FILLED	2	4,381,520
830 - Policy & Planning Department	1	1,982,760
FILLED	1	1,982,760
880 - Tertiary & Higher Education Department	6	8,804,640
FILLED	3	3,899,272
VAC	3	4,905,368
Grand Total	42	77,193,880

Table 11 shows the status of MoET budgeted vacancies as at 31st December 2019. There are 42 vacancies altogether which cost a total 77,193,880 VT. Of this total, 23 were filled / occupied by permanent officers and 15 positions remain vacant until year end.

Therefore, of the total remaining payroll budget of 161 million vatu as shown in table 10, vacancies contributed 25 million vatu of this total.

Operation Budget Expenditure

Table 12 (pg.41) shows the budget expenditure summary of the Ministry's operational budget. It summarizes the operational budget expenditure by 3 major budget groupings:

- a. GRANTS,
- b. PRIORITY COMMITMENTS, and
- c. NORMAL OFFICE OPERATIONS.

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Table 12: MoET Summary of Operations Budget Expenditure

MOET SUMMARY OF 2019 OPERATIONS BUDGET EXPENDITURE							
#	BUDGET GROUPING	SUB BUDGET GROUPING	BUDGET	% as share of Total Operations Budget	EXPENDITURE	BUDGET REMAINING	
A	GRANTS		1,210,151,350	64%	1,410,711,490	(200,560,140)	
1	SCHOOL GRANTS						
		1	Primary School	510,279,725	510,279,725	-	
		2	Secondary School	173,525,625	162,081,150	11,444,475	
		3	Fee Supplement Grant	435,346,000	647,350,615	(212,004,615)	
			<i>Total School Grant</i>	<i>1,119,151,350</i>	<i>1,319,711,490</i>	<i>(200,560,140)</i>	
2	INSTITUTIONAL GRANTS						
		1	Vanuatu Institute of Technology	10,000,000	10,000,000	-	
		2	Vanuatu Institute of Teacher Education	20,000,000	20,000,000	-	
		3	In Service Unit	2,000,000	2,000,000	-	
		4	Untrained Teachers Program (UTP)	9,000,000	9,000,000	-	
		5	Vanuatu Qualification Authority	50,000,000	50,000,000	-	
			<i>Total Institutional Grants</i>	<i>91,000,000</i>	<i>91,000,000</i>	<i>-</i>	
B	PRIORITY COMMITMENTS		273,773,746	14%	275,655,259	(1,881,513)	
1	MAINTENANCE CONTRACTS		6,872,913		2,071,984	4,800,929	
2	TERMINATION PAYMENTS		63,766,880		75,100,772	(11,333,892)	
3	ELECTRICITY UTILITIES		15,075,395		16,194,505	(1,119,110)	
4	WATER UTILITIES		3,447,200		2,364,776	1,082,424	
5	COMMUNICATIONS (+ Advertising, Internet & Satellite, Translations, Postage, Printing, Stationaries, Telephone)		25,413,040		23,429,753	1,983,287	
6	SECURITY SERVICES		4,598,000		1,035,017	3,562,983	
7	OFFICE CLEANING		2,055,487		2,779,469	(723,982)	
8	VEHICLE (Repairs & Maintenance, Servicing, Additional Vehicle, Hire, Replacement)		9,036,862		10,681,226	(1,644,364)	
9	VEHICLE FUEL		5,312,000		5,760,404	(448,404)	
10	SEO CONFERENCE		2,500,000		2,282,615	217,385	
11	OFFICIAL ENTERTAINMENT		5,750,677		9,710,390	(3,959,713)	
12	REPAIRS & MAINTENANCE (Houses / Equipments / Buildings)		8,885,275		10,154,962	(1,269,687)	
13	CONSULTANT FEES		19,963,511		15,881,588	4,081,923	
14	Photocopiers, Replacement General, Specialised, Computer Software Purchases)		16,252,321		14,928,934	1,323,387	
15	Value Added Tax		10,261,427		19,177,898	(8,916,471)	
16	Travelling (International /Local / Subsistence Allowances / Accomodations)		74,582,758		64,100,966	10,481,792	
C	NORMAL OFFICE OPERATIONS		412,130,540	22%	219,719,596	192,410,944	
	These are the normal office operational budget that all other cost centre used to implement their annual work plans. This budget is expended on items such as workshops, stationaries, hiring of facilities & vehicle, freights, refunds, sitting allowances etc...						
	TOTAL		1,896,055,636	100%	1,906,086,345	-10,030,709	

Based on these 3 budget groupings, it clearly shows that Grants alone make up 64% of the total operations budget. The other 15% is for Priority commitments and 21% shared by all the cost centers to implement the year 2019 MoET Annual Work Plan. The overspend budget accounts were shown by the red fonts. The reds imply that we spend more than the actual budget. As at 31st December 2019 MoET has a negative remaining operation budget of 10 million vatu. Evidently, the overspendings came from the fee supplementary grant, Termination Payments, Electricity Utilities, Vehicles, Vehicle Fuel, Official Entertainment, Repairs & Maintenance for houses & equipment's and VAT.

Budget Virement

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

In the year 2019, all the Budget Virement occurred internally within the Ministry's cost center, activity, program and departments and there were no Virement across line ministries.

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The Ministry's total worth of Budget Virement in 2019 was 1.3 billion vatu. Smart Stream recorded a total of 89 virement that were made altogether. The virements were either made across departments or within the department. There are 4 types of budget virement options;

1. **OVER – PAYR:** This is a budget virement made from an operation budget account to a payroll budget account. This type of virement can be done from within a specific cost centre, or from one cost centre to the other cost centers within or across each department.
2. **OVER – OVER:** This is a budget virement made from an operation budget account to the others operation budget account. This virement can be done between two cost centers within or across the department.
3. **PAYR – OVER:** This is a budget virement made from a payroll budget account to an operation budget account. This virement can be done within a particular cost centre, between two cost centers within or across the departments. This type of virement is not encouraged by DoFT but can be authorized only in special occasions.
4. **PAYR – PAYR:** This is a budget virement made from payroll budget account to another payroll budget account. This virement can be made between two different cost centers within or across the departments.

Table 13 displays the summary detail report for MoET 2019 budget virement. There are 75 virements made across departments and 14 made within the same department. The total virement value as at 31st December was 1.3 billion vatu.

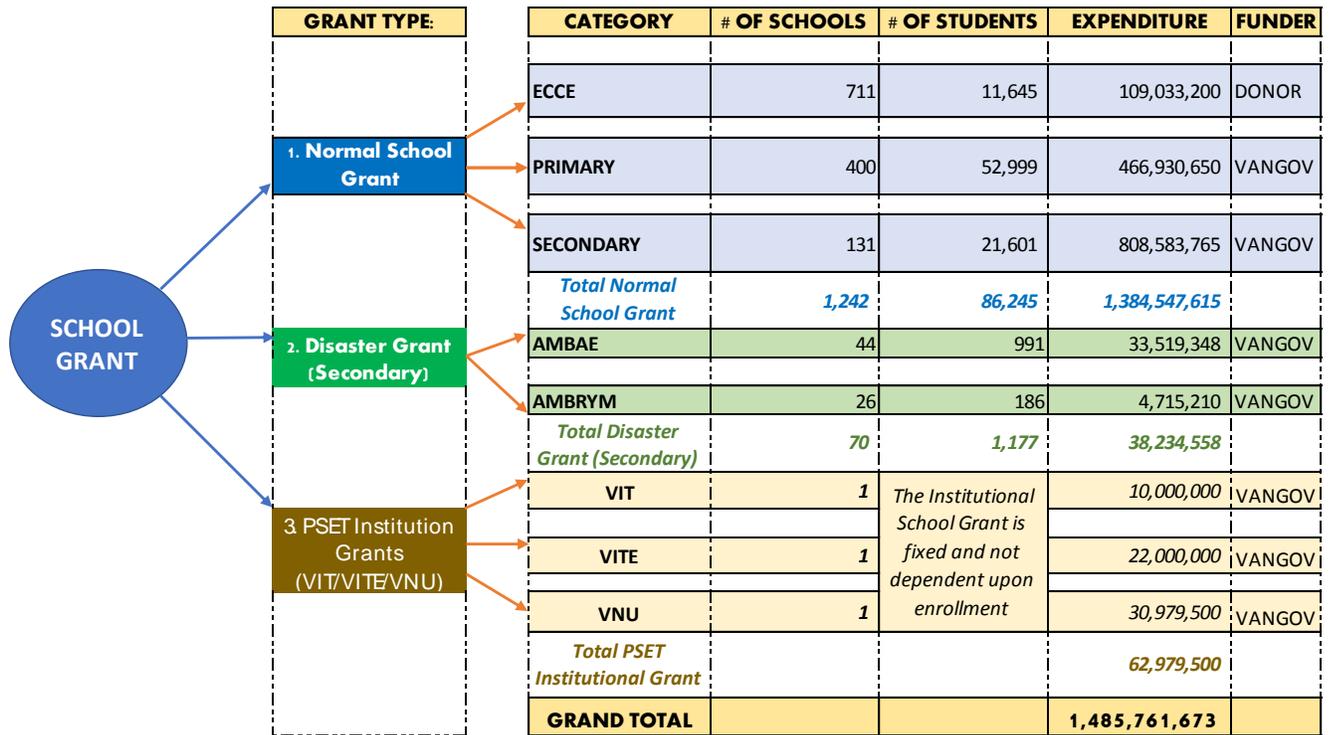
Table 13: MoET 2019 Budget Virement Detail Summary Report

Budget Virement Type	Count	Sum of Virement Value
Across Department	75	1,095,065,228
OVER - PAYR	2	284,786,391
PAYR - PAYR	73	810,278,837
Within Department	14	246,626,703
OVER - OVER	1	84,956,082
PAYR - OVER	4	156,574,997
PAYR - PAYR	9	5,095,624
Grand Total	89	1,341,691,931

School Grant

As per the School Grant Scheme, all government and non-government-assisted schools including the PSET institutions are usually paid school grants twice each year, Tranche 1 worth 60% of the total annual grant budget is usually paid in January, while the remaining grant for Tranche 2 worth 40% be paid in July. The grant payments are only payable provided that the schools satisfy the school grant criteria. As shown in figure 13, in 2019, the total School Grant Budget Expenditure was 1,454,782,173 vatu and of this total, donor partners paid 109,033,200 vatu funding for ECCE grant. The remaining total of 1,376,728,473 vatu was paid from the recurrent budget expenditure funding Primary, Secondary, the disaster school grant and the PSET institutions – Vanuatu National University, Vanuatu Institute of Technology and Vanuatu Institute of Teacher Education.

Figure 13: School Grant Budget Expenditure



This normal school grant expenditure of 1,384,547,615 vatu has affected 86,245 students and 1,242 schools, including kindergartens. On the other hand, the disaster grant was paid to secondary school students of the two islands Ambae and Ambrym that were affected by the volcanic disaster in 2019. This disaster grant of 38,234,558 vatu covered 1,177 students and 70 schools in both islands.

Figure 14: School Grant Expenditure by Funder

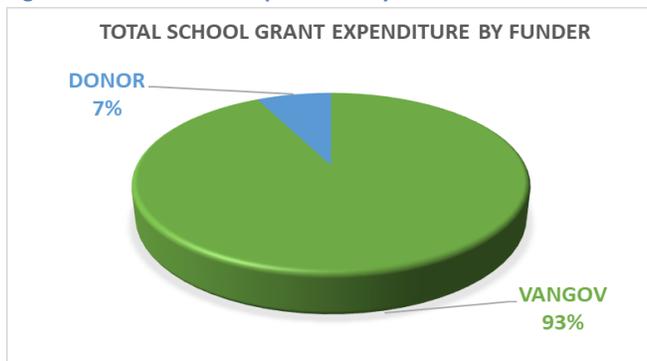


Figure 14 shows the Donor versus the VanGov budget expenditure contribution. It shows that 93% (1,345,748,973 VT) of the total school grant Budget was from the VANGOV Recurrent budget while only 7% (109,033,200 VT) was from the Donor Budget.

Revenue

As previously mentioned, the Ministry has budgeted for only 3 revenue accounts however in the year 2019 it has also collected revenues from 2 unbudgeted revenue accounts. These are the accounts that generates MoETs total 2019 revenue of 25 million vatu.

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

Total Revenue collected: 733,150 VT

2. Other Fees:

Other fees that were collected in the year 2019 as MoET Revenue includes fees collected from Attestations, Pre-School Registration, Primary School Registration, Secondary School Registration and change Name of registered school.

Total Revenue collected: 1,077,710 VT

3. Exam Levies

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

Total Revenue collected: 23,433,435 VT

4. Other Asset Disposal

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

Total Revenue collected: 2,000 VT

Table 14: Summary of Revenue Collection in 2019

Account	Description	Revenue	Budget	Over/(Under)	Cash Received
	Revenue				
7NDT	Other Asset Disposals	2,000	0	2,000	2,000
7NFL	Teachers Licencing Fees	733,150	26,866,000	(26,132,850)	733,150
7NFO	Other Fees	1,077,710	2,482,500	(1,404,790)	997,710
7NFX	Exam Levies	23,433,435	0	23,433,435	22,990,575
7NOO	Other Recoveries	0	2,000,000	(2,000,000)	235,872
	Revenue	25,246,295	31,348,500	(6,102,205)	24,959,307
	Total Revenue and Receipts	25,246,295	31,348,500	(6,102,205)	24,959,307

Table 14 shows the total revenue collected in 2019 was 25 million vatu. The 25 million vatu revenue collection was still under the revenue budget by 6 million vatu. The highest revenue contribution comes from Exam Levies and the lowest from Other Asset Disposal.

Assets

The total expenditure of assets for the Ministry as stated in page 38, and as captured in Smart Stream was 505 million vatu. The summary of asset expenditure of all asset's expenditure by accounts as at 31st December 2019 are outlined in table 15.

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Table 15: Asset Expenditure by Accounts

Asset Expenditure by Account	Fund	Sum of Total Expenditure
Buildings - New	Development	357,262,535
Buildings - Renovation	Development	11,040,733
Equipment - Additional General	Development	2,423,005
Equipment - Computer	Development	1,434,132
Equipment - Photocopiers	Development	887,610
Furniture - Office Furniture	Development	19,713,051
Houses - New Houses	Development	59,311,852
Houses - Renovation	Development	32,329,147
Development Budget Expenditure on Assets		484,402,065
Equipment - Additional General	Recurrent	6,486,402
Equipment - Computer	Recurrent	7,055,368
Equipment - Photocopiers	Recurrent	927,428
Equipment - Replacement General	Recurrent	296,366
Equipment - Specialised	Recurrent	126,848
Equipment - Computer Software Purch	Recurrent	36,522
Furniture - Office Furniture	Recurrent	1,437,615
Vehicle - Additional Vehicle	Recurrent	341,208
Vehicle - Replacement	Recurrent	4,772,608
Recurrent Budget Expenditure on Assets		21,480,365
GRAND TOTAL		505,882,430

This table shows that majority of the development budget asset expenditure was expended on the constructions of new houses / classrooms. On the other hand, more than 10 million vatu of the total development budget expenditure on assets were expended on furniture and renovation of buildings / classrooms.

In addition, the table also shows that over 6 million vatu of the total recurrent budget asset expenditure were expenditures on General Equipment's and Computer & Accessories. Other major asset expenditures were for the vehicle replacements and office furniture's.

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

Furthermore, the detail summary table shows the expenditures on Asset items purchased in the year 2019 by departments and also by Recurrent & Development Budget.

Development Budget

In addition to the MoET VanGov recurrent budget the Ministry continued to receive financial and technical support from donor partners to continue implementing the activities in the 2019 annual work plan.

The total development budget contribution received from donors in the year 2019 was 897 million vatu. And of this total budget, 95% (854 million vatu) was the actual expenditure and the remaining project balance was 42 million vatu.

Table 16 shows the donor funding by each department within the Ministry. The Majority of the donor contribution are directed more to the Education Services departments to fund activities such as the construction of school buildings and support students learning through school grants programs. The table shows some over expenditures, this is so because some of the ongoing projects have started way back to year 2013.

Table 16: Summary of Funding per Department

Departments		Development Budget Expenditure			
		Budget	Total	% Bgt Exp.	Remaining
53	Education Service Directorate	624,859,826	670,092,088	107%	-45,232,262
54	Director General Directorate	0	154,028,643	0%	-154,028,643
55	Education Commissions and Councils	0	-12,165	0%	12,165
82	Finance & Administration Directorate	239,816,743	896,244	0%	238,920,499
83	Policy & Planning Directorate	3,013,533	14,173,113	470%	-11,159,580
88	Tertiary Education Directorate	29,545,278	15,460,191	52%	14,085,087
	Total	897,235,380	854,638,114	95%	42,597,266

Table 17: % Share of Donor Contribution

MoET Donor Partners	Budget Contribution	% Share of Total
Publications Revenue	107,138	0.01%
A.D.B. Contributions	370,851,066	41.33%
Australia Contributions	99,521,378	11.09%
Commonwealth Contributions	3,469,409	0.39%
U.N.D.P. Contributions	12,747,276	1.42%
France Contributions	597,311	0.07%
Japan Contributions	96,398,425	10.74%
New Zealand Contributions	205,717,743	22.93%
Miscellaneous O/S Contributions	42,900,788	4.78%
South Pacific Commission Contributions	846,881	0.09%
U.N.I.C.E.F Contributions	58,119,630	6.48%
U.N.E.S.C.O Contributions	5,958,335	0.66%
Total	897,235,380	100%

Table 17 shows A.D.B Contribution at 41% which was the highest contribution compared to the rest of the donor contributions. New Zealand contributed 22%, which was the second highest followed by Australia Contributions which was 11% of the total, Japan 10%, UNICEF 6% and the remaining contribution from, France, UK, Publication revenue, UN.D. P contributions, UNESCO and Commonwealth.

Liabilities

2019 Outstanding Staff Leave

Table 18: Summary of MoET 2019 Outstanding Leaves by Department

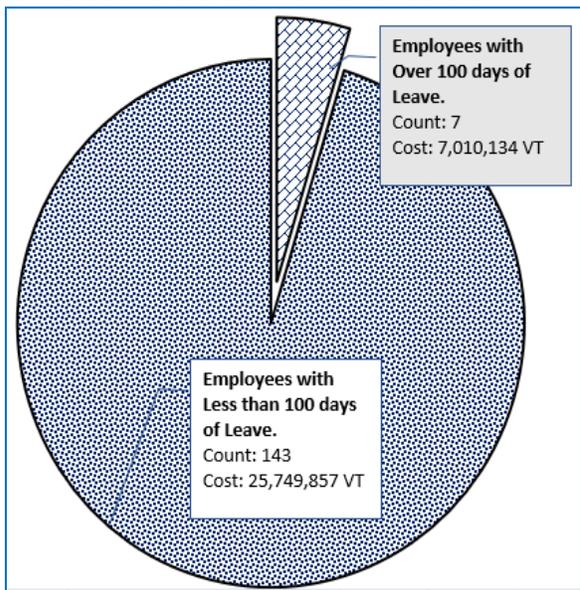
Code	Department	Employee Count	Sum of 2019 Leave Bal	Sum of Total Cost of outstanding Leave
53	Education Service Directorate	69	2403.26	12,927,591
54	Director General Directorate	17	586.49	4,465,333
55	Education Commissions and Councils	7	253.58	1,959,664
82	Finance & Administration Directorate	26	609.11	4,183,438
83	Policy & Planning Directorate	13	374.06	2,921,728
88	Tertiary Education Directorate	18	1040.62	6,302,236
	Total	150	5,267	32,759,991

Table 18 shows the total MoET outstanding leave for 2019 for all its 150 PSC employees. The table shows a total outstanding leave balance of 5,267 days. Majority of these outstanding leave balances are from the two biggest departments in MoET, Education Services and Tertiary Education Department. The huge outstanding leave implies that majority of the employees under these two departments are not taking their annual leave in the year 2019. The total costing of the 2019 outstanding leaves is 32,759,991 VT.

As far as leave management is concerned, there are a few employees with outstanding leaves over 100 days and are contributing to the high cost of outstanding leave and increased liability.

The pie graph in figure 15 shows the summary cost of employees with over and under 100 days leave.

Figure 15: Summary Cost of MoET 2019 Outstanding of Employees with over and under 100 days Leave



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The graph clearly shows that 7 employees have an outstanding leave of over 100 days with a total outstanding leave cost of 7 million vatu. On the other hand, the majority, 147 employees have outstanding leaves under 100 days with a total outstanding leave cost of 25 million vatu. So, for employees with over 100 days leave, they should be encouraged through the Human Resource Management unit, to take their leaves annually to reduce the outstanding leave balances and avoid accumulation of leaves per year.

2019 Outstanding Imprest / Cash Advances

The total 2019 outstanding Imprests was 26,466,474 VT. Table 19 shows the classification of the outstanding Imprests into 4 categories. These categories include;

Table 19: Summary of MoET 2019 Outstanding

MOET OUTSTANDING IMPREST SUMMARY		
No.	Particulars	Amount
1	Acquittals with MOET Finance Unit	10,759,269
2	Acquittals with ongoing deductions	3,040,698
3	Acquittals already submitted to DoFT or FSB	5,017,550
4	Acquittals yet to receive	7,648,957
Total		26,466,474

- 1. Acquittals with MOET Finance Unit:** These are Imprests that are with MoET Finance unit as at 31st of December 2019 for further verification prior to submission to DoFT for clearance. This totals 10,759,269 vatu.
- 2. Acquittals with ongoing deductions:** These are recoveries that are made to fully recover the Imprests that was not retired by the Imprest holder at the stated timeframe specified and signed off in the Imprest application form. The salary deduction for the employee is still ongoing after the 31st of December 2019 thus it has been categorized as an outstanding Imprests, valued at 3,040,698 vatu.
- 3. Acquittals already submitted to DoFT or FSB:** These are Imprests already acquitted to DoFT / FSB but somehow still appearing in the smart stream report. This totals 5,017,550 vatu.
- 4. Acquittals yet to receive:** These are Imprests held by retired and terminated staffs and are outstanding because they have retired, resigned or terminated without acquitting their Imprest advances, valued at 7,648,957 vatu.

2019 MoET Commitments and Contingencies

Commitments

A commitment is an obligation, it can also be referred to as a contractual agreement that must be honored regardless within a specified time period. The VanGov Smart stream has classified commitments as;

1. Long term accommodation leases
2. Long term support contracts
3. Other operating leases
4. Capital works contractual commitments
5. Other

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Table 20: 2019 Outstanding Commitments

Sum of Outstanding Commitments	Sum of Total Commitment Value	% of Total
Allowances	379,803	0.02%
Broadcasting	1,983,342	0.09%
Careers Day	200,000	0.01%
Catering	144,585	0.01%
Electricity Bills	2,414,532	0.11%
Fuel	27,330	0.00%
GPS Rental	196,282	0.01%
Land Rent	1,515,000	0.07%
Primary School Grant	510,279,725	23.38%
Printing	7,984,740	0.37%
Salary Arrears	2,050,125	0.09%
Scholarship Fees & Allowances	838,369,211	38.41%
Secondary School Grant	783,071,625	35.88%
Severances	22,187,504	1.02%
Stationaries	38,060	0.00%
Translation	46,575	0.00%
Vehicle	2,439,434	0.11%
Venue Hire	1,053,640	0.05%
Vnpr Contribution	6,323,625	0.29%
Water Bills	1,710,266	0.08%
Grand Total	2,182,415,404	100%

In 2019, the ministry had a total commitment of 2,182,415,404 VT.

Table 20 summarizes all MoET commitments as at 31st December 2019.

The three major government commitments highlighted in this table is the primary school grant which makes up 23.38% of the total; scholarships fees & allowances which makes up 38.41% of the total commitment; and finally, the secondary school grant which makes up 35.88% of the total commitments. The other commitments include outstanding severances, outstanding utility bills (Electricity & water) and outstanding payments for printing / photocopying, electrical services and payroll arrears.

Contingent Liabilities

The VanGov Smart stream classifies Contingent Liabilities as;

1. Guarantees and indemnities
2. Legal disputes and claims against the Government
3. Uncalled capital
4. Others

Unfortunately, there is no compiled 2019 contingent liability report for MoET to date. However, MoET understands that there are some pending school land issues for 2019 and will address it once it is raised in the near future.

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 includes:

- 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 Authorities and Non statutory Bodies

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

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

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

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

International Agreements or Commitments

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

- University of the South Pacific
- Agence Universitaire de la Francophonie (AUF)

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

Complaints Mechanism

The Ministry administers complaints through the process delineated by the Public Service Commission. Complaints are managed by the middle managers (Principal Education Officers) as first counselling approaches before forwarding to the Director. The Director manages it and where no improvements are made; the Director will recommend to the office of the Director General to relate these complaints either to the Teaching Service Commission or the Public Service Commission for final decision. Legal advice is sought from the State Law Office for all legal issues and complains. The Ministry of Education and Training is not aware of any investigations by the Ombudsman's Office or the Auditor General carried out during the year in relation to its operations.

10.Contact Officer

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