



*MINISTRY OF  
EDUCATION AND  
TRAINING  
2020 ANNUAL REPORT*

*Compiled by the Policy and Planning Unit*

**2020 Annual Report**

Ministry of Education and Training (MoET), Vanuatu

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## Acronyms

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

## 1. Foreword from the Director General

Dear Honorable Minister,

I have the honor in submitting to you the 2020 Annual Report of the Ministry of Education and Training (MoET).

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

2020 has been very challenging for the Ministry of Education and Training, as well as the whole public and private sector at large. It started well and with the expectation that 2020 will be a better year for the Ministry compared to the previous year (2019). However, COVID-19, announced as a global pandemic in late March 2020 has caused huge disruption to the implementation of the Ministry’s 2020 Business Plan. A lot of adjustments and adaptations were made to the 2020 Business Plan of the Ministry to enable education and training services continuity to the children, including the youth and adult population of the country.

It is worthwhile to note the main issues encountered by the Ministry in 2020, the measures taken to mitigate the issues and ways forward for the coming year. These are highlighted in the table below:

Main issues of 2020	Progress made	Ways forward
<b>COVID-19 pandemic</b> – an initial lockdown led to closure of schools (ECCE, Primary, Secondary & PSET) for a period of one month.	<ul style="list-style-type: none"> <li>Developed and implement an MoET COVID-19 Contingency Plan</li> <li>Devised a Business Continuity Plan (BCP) that was later transformed into a revised 2020 Business Plan of the MoET</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of the MoET COVID-19 Contingency Plan implementation</li> <li>Strengthen communications between MoET and its development partners to better implement the 2021 Business Plan of the MoET</li> </ul>
<b>TC Harold</b> - devastated the Sanma province and the island of Pentecost in Penama province: schools (ECCE, Primary, secondary & PSET) were damaged/destroyed.	<ul style="list-style-type: none"> <li>The MoET’s Emergency Operation Centre (EOC) was activated and most of the MoET’s resources were diverted to TC Harold’s rapid assessments and response to the devastated schools.</li> <li>Developed and submitted the MoET’s Post Disaster Needs Assessment (PDNA) report to the National Recovery Operation Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen communications between MoET, other line ministries (e.g., NDMO, MoH...) and development partners for effective and efficient responses to school communities after disasters.</li> <li>Collaborate with the DSPPAC at the Prime Minister’s Office to prioritize MoET’s TC Harold needs based on the PDNA report;</li> <li>Produce project profiles for the identified needs; and</li> </ul>

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

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

It is also important to highlight the fact that much of the work accomplished in 2020 has been due to the prolific partnership and support from DFAT, MFAT, France, Japan, China, UNESCO, UNICEF, the European

Union, the ADB and the World Bank. Much of their support has been in a form of budget support that goes towards specific activities for the MoET.

Having said these may I also take this opportunity to also thank the team of people who have worked tirelessly in addressing these issues and realizing the changes and achievements that have taken place in 2020. First of all, to yourself as the Hon. Minister responsible, for not only rendering me your full support, but particularly for the level of wisdom expended in navigating these changes, culminating in the successes we have experienced to date.

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

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 unfold, they will be of significant benefit, not only to the school children of Vanuatu but also the youth and adult population at large in the years to come.

Yours sincerely,



Bergmans Iati

Director General, Ministry of Education and Training



## 2. Corporate Structure

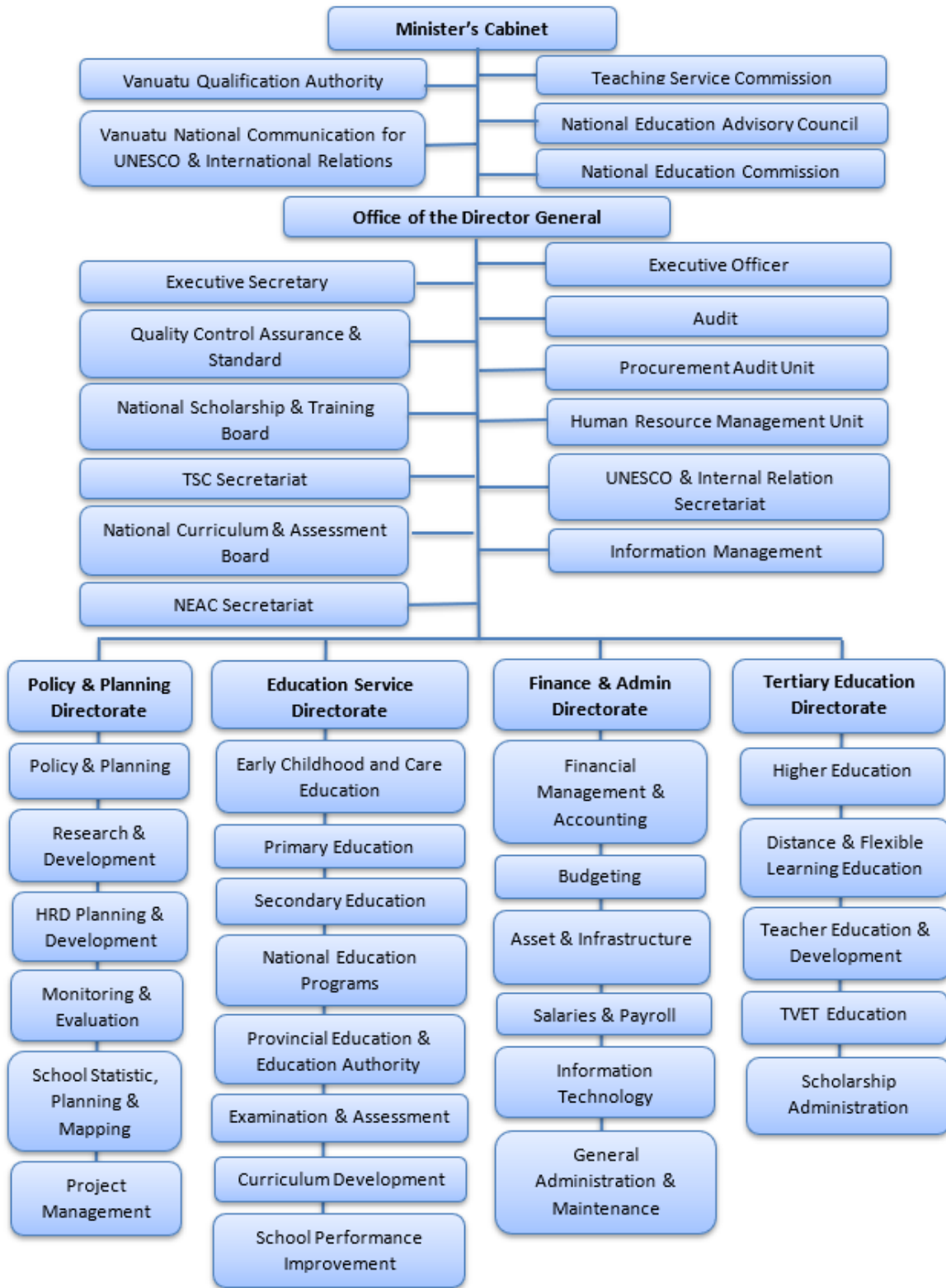
Until 2006, the MoE's organizational structure had 5 Director Positions (Policy & Planning, Primary Education, Secondary Technical & Further Education, Administrative Services, and Vanuatu Institute of Education). In 2007, a review of the MoE organization structure was made and the 5 Director positions 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 are underway. It is expected that the current review of the MoET structure will provide a better platform to ensure that, there are better alignment of the structure and the functions outlined in the revised Education legislations, to better address the current MoET policies and the MoET priorities, as outlined in the Education and training sector plans.

Figure 1: Amended Organizational Structure of 2014



### 3. Corporate Overview

#### ***Vision***

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

#### ***Mission***

Our mission is to provide a quality, student-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

## ***Key Achievements against the Corporate Plan Objectives***

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

**Table 1: Key Achievements by Corporate Plan Objectives, 2020**

<b>Corporate Plan Objectives (Aims)</b>	<b>Key Achievements of 2020</b>
<b>Access – To increase equitable access to education for children and young people in Vanuatu</b>	<ul style="list-style-type: none"> <li>• An overall total of 96,829 students enrolled in schools (Govt., Non-Govt. assisted and private ECCE, Primary &amp; Secondary) during the 2020 academic year.</li> <li>• School grants – tranche 1 &amp; 2 paid to schools – Govt. &amp; Non-Govt. Assisted schools: <ul style="list-style-type: none"> <li>- 588 ECCE received ECCE school grants that benefited 11,501 children of 4 &amp; 5 years of age (official age to attend ECCE).</li> <li>- 401 primary schools received primary school grants that benefited 53,606 children in years 1-6.</li> <li>- 64 secondary schools received secondary school grants and tuition fee subsidy that benefited 11,135 students in Years 7-14.</li> <li>- COVID-19 Stimulus Package to ALL Private Owned Schools (ECCE, Primary &amp; Secondary levels) was effectively coordinated</li> </ul> </li> <li>• 8 primary schools in Santo had new double classrooms funded by Japan's Grant Assistance for Grassroots Projects (GGP). Constructions successfully completed in 2020.</li> <li>• 5 schools in Santo also had new double classrooms constructed under the Ambae Volcano Recovery, funded by DFAT &amp; MFAT. This included full renovations to 2 classrooms of Matevulu College.</li> <li>• 14 schools within Shefa province had new double classrooms completed in 2020. These projects were funded by World Bank, under the TC Pam recovery program. <ul style="list-style-type: none"> <li>- It also included staff housing: 1 staff house built in 4 schools (1 staff house per school)</li> <li>- 1 school had full renovation to its classrooms and staff houses.</li> </ul> </li> <li>• A double story building containing a total of 6 classrooms was constructed at Vanuatu Institute of Technology (VIT). The project was funded by Kuwait government.</li> <li>• Total of 1,472 schools (Government., Non-Government Assisted and Private ECCE, Primary &amp; secondary – French, English, &amp; vernacular) were in full operation in 2020.</li> <li>• In implementing its Education Authority and School Registration Policy, the MoET has registered a total of 8 new primary schools and 8 secondary schools enabling access to education for the children.</li> </ul>

### Corporate Plan Objectives (Aims)

### Key Achievements of 2020

#### Quality – Improve the quality of education in Vanuatu

- 
- 608 new scholarship awardees of 2020 – sponsored by Vanuatu Government; VNPF Scholarship Scheme; New Zealand Government; Australian Aid; & France Government
  - 318 students enrolled at the National University of Vanuatu (140 male & 178 female students)
- 
- Early Childhood Development (ECD) stakeholder mapping and community consultations conducted
  - 216 ECCE teachers were using/implementing the ECCE Curriculum
  - All Mobile ECCE Officers (MEO) in the 6 provinces received capacity building trainings
- 
- 478 ECCE teachers across Vanuatu had enrolled in USP and undertaking training in cohorts per semester.
  - 775 ECCE teachers; 1,466 primary school teachers; and 862 secondary teachers are paid by the government. Hence, a total of 3,103 qualified teachers appointed by TSC and paid by the government to teach in schools.
- 
- Implementation of Year 5 curriculum in all government and non-government assisted primary schools
  - Year 6 curriculum materials developed and printed
  - ECCE to Year 6 home-school package developed
- 
- Development and implementation of Internal and External Assessments for Years 10, 12, and 13 (excluding Yr. 13 Anglophone) students:
    - A total of 1,481 male and 1,669 female students sat the National Junior Secondary Schools Examination (Year 10) in 2020
      - 761 male and 1,045 female students were placed in Year 11 for the 2021 academic calendar
    - 715 male and 868 female students sat the Year 12 Examination in 2020
      - From the total students who sat the exams, 547 male and 578 female students were placed in Year 13 for the 2021 academic calendar
    - 174 male and 210 female students (Francophone) took the Year 13 Examination
      - 100 male and 126 female Francophone students were placed in Year 14 for the 2021 academic calendar.
- 
- Development of a new education and training sector strategy of the MoET – Vanuatu Education and Training Sector Strategy (VETSS) 2021-2030
- 
- Performance management system – progress reports against 2020 BP
    - Produced quarterly (Q1,2,3 & 4) progress reports against the 2020 Business Plan of the ministry; and 7 progress report against the MoET COVID-19 Contingency Plan.
-

**Corporate Plan Objectives  
(Aims)**
**Key Achievements of 2020**
**Management – Improve the management of the education system in Vanuatu**

- 
- Effective coordination of PSC staffs' performance work development plan and appraisals of 2020
- 
- Launching and implementation of the Teacher Registration and Licensing Policy.
  - 1,038 Teaching License approved by TSC Commission Board; and 50 Teaching License cards issued as at 16th of December 2020; and
  - 52 school principals were appointed on a 4-year contract. This is to strengthen & improve management and administration of schools.
- 
- Implementation of the National University of Vanuatu (NUV) Act No.34 of 2019 - NUV Council was established and met two times in 2020; The NUV senate was established; and NUV Vice Chancellor was officially appointed
- 
- Deputy Provincial Education Officer appointed for Tafea and Shefa provinces – to ensure management and administration of schools at the provinces with high student enrolment is strengthened and improved.
- 
- Home schooling radio shows – entitled the Homskul Givhan radio program<sup>1</sup> (*broadcasted between April to September 2020*)
    - 2 General Introduction radio shows
    - 8 radio shows for ECCE; 7 radio shows for Years 1-3; Years 4-6 had 8 radio shows; and 2 radio shows for Inclusive Education
  - The ongoing dissemination of Up-to-Date information and awareness to stakeholders and staff regarding education and training programs/activities, made through media (social media, radio, television...)
- 

<sup>1</sup> VESP II – 1<sup>st</sup> Six Monthly Progress Report – 1 January – 30 June 2020, page 42.

## Overall Progress of Activities against Key Outputs of the Corporate Plan 2018-2020

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

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

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
<b>Output 1 All school age children in K1-Yr.10</b>		
Improve school funding processes	<ul style="list-style-type: none"> <li>All government and non-government assisted schools and training providers use Open VEMIS to record, reconcile and report on financial data</li> <li>All government and non-government assisted schools and training providers’ bank with the National Bank of Vanuatu</li> <li>Open VEMIS school grant tranche calculator was used to calculate school grants paid to all government and non-government assisted schools and training providers</li> <li>Government and Non-Government Assisted schools and training providers complied with the school grant criteria                             <ul style="list-style-type: none"> <li>Grants paid to 588 ECCE received ECCE school grants that benefited 11,501 children of 4 &amp; 5 years of age (official age to attend ECCE). <i>A total of 116,469,478 VT expended for ECCE grants</i></li> <li>Grants paid to 401 primary schools received primary school grants that benefited 53,606 children in years 1-6. <i>A total of 441,640,235 VT expended for primary school grants.</i></li> <li>64 secondary schools received secondary school grants and tuition fee subsidy that benefited 11,135 students in Years 7-14. <i>An overall total of 877,074,680 VT was expended for secondary school grants &amp; tuition fee subsidy.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Awareness and implementation of the School Fee Structure as stipulated in Education Regulation (amendment) Order No.107 of 2019</li> <li>Finalize and disseminate the Grants Code to all schools for implementation.</li> <li>Review of school financial management manual</li> <li>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</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
Inclusive Education Policy Implementation	<ul style="list-style-type: none"> <li>- COVID-19 Stimulus Package to ALL Private Owned Schools (ECCE, Primary &amp; Secondary levels) was effectively coordinated</li> <li>• The Psychosocial Support Package was reviewed by PSS stake Holders. The training programme was developed and a module in WASH and Traditional Coconut weaving was inserted into the programme               <ul style="list-style-type: none"> <li>- PSS MH training package printed through the funding of MFAT</li> <li>- Training of Trainers conducted. 23 facilitators. 11 facilitators from the Central Level and 12 Facilitators in the province.</li> <li>- Facilitators Identified, 11 from the central level and 12 from the provincial level</li> <li>- Psychosocial Support Training to Teachers in Sanma Province conducted. There were 9 training sites covering 4 zones in Sanma. A total of 91 ECCE centres, 51 Primary schools and 7 secondary schools covered with a total participant of 743 teachers reached in the PSS trainings</li> </ul> </li> <li>• IE Home school package developed and administered to students with disabilities and special needs; Development of Inclusive Education awareness package for Parents with children and students with disabilities; Development of ICT materials</li> <li>• Coordinated and provided support to 28 teachers undertaking Diploma of Special and Inclusive Education</li> <li>• Launching of 15 pilot Inclusive Education schools in Shefa Province; and Awareness on Inclusive Education teachers Roles and Responsibilities with mainstream school teachers' roles and responsibilities in 4 inclusive schools – Freshwota, Vila East, Vila North and Fokona</li> <li>• Social citizenship education training of 7 pilot schools; and Review and edit Social Citizenship Principals handbook; and supported the development of MOA between MoET and RRRT (MOA developed, signed &amp; endorsed).</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Inclusive Education Policy – carried forward to 2021</li> <li>• Completed</li> <li>• Completed</li> <li>• Completed</li> <li>• Needs Effective Communications on this to inform all teachers on the package developed. Have it available for all teacher to have access to it.</li> <li>• Progressing well into 2021</li> <li>• Provide continuous support to provincial education offices and schools to roll-out Inclusive Education</li> <li>• Need further discussion with SBM on this for the possibility of incorporating the Social Citizenship Principals Handbook into the Principals Handbook</li> </ul>



Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
<p>Implementation of the Education in Emergency (EIE) policy</p>	<ul style="list-style-type: none"> <li>• Education cluster was activated for the two Emergencies – COVID 19 and TC Harold. The cluster has had a total of 16 meetings. Issues regarding the continuation of learning for students during emergencies were discussed in the meetings and the support that were to be given to both students and teachers.                             <ul style="list-style-type: none"> <li>- Contingency Plan for COVID-19 developed and being implemented</li> <li>- TC Harold Response Plan developed and implemented                                     <ul style="list-style-type: none"> <li>○ Rapid needs assessment and Impact assessment of Tropical Cyclone Harold were conducted in the affected schools of the provinces of Sanma, Penama, Malampa and Shefa. The Assessment reports were produced to inform decisions on response, school relocation, and recovery</li> <li>○ Distribution of NFIs for TC Harold Response – Tents, School-in-a-box, hygiene kits, tarpaulin, school bags and Education recreational kits</li> <li>○ Teacher in a box kit and other school kits are distributed to schools in TC Harold affected provinces</li> <li>○ Temporary relocation of Aore Adventists school to Hog harbour secondary school</li> </ul> </li> </ul> </li> <li>• The Ministry of Education and Training Emergency Operation Center (EOC) has conducted a half day lessons learnt to capture the issues, challenges, and way forward for the future emergencies. The report of the workshop was developed to inform the National Lessons Learnt workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Education cluster meeting schedule has been reviewed and will keep up to the meeting schedule; and decisions made are communicated to MoET senior management for endorsement &amp; implementation.</li> <li>• Implementation of COVID-19 Contingency Plan during State of Emergency – 2020 to 2021</li> <li>• Needs improvement on the coordination of Emergency supplies with MoET partners and Stake Holders</li> <li>• Needs improvement on the coordination of Emergency supplies with MoET partners and Stake Holders</li> <li>• Education cluster Report was produced after the closure of the Emergency Operation center. The report was presented to all Education Cluster Leads and co-leads in a Pacific Education Cluster meeting which was coordinated by SAVE the Children and UNICEF</li> </ul>
<p>WASH in Schools</p>	<ul style="list-style-type: none"> <li>• Distribution of handwashing facilities nationwide – all six provinces received handwashing facilities, buckets and soap for each student in all schools (UNICEF)</li> </ul>	<ul style="list-style-type: none"> <li>• Rollout training to the 5 provinces apart from Penama and help distribute WASH materials to most remote islands.</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>WASH facilities construction and maintenance training conducted to Handymen/women in South Pentecost from 17<sup>th</sup>-24<sup>th</sup> August 2020; Sawyer filters distributed to all schools in Penama, set up by handymen so students have access to safe drinking water.</li> <li>Printing and dissemination of WASH education tool kit and COVID-19 materials to all schools nationwide</li> <li>COVID-19 safety and knowledge training integrated into WASH in schools training for provincial educators; water safety methods training carried out in schools to build school community knowledge in accessing safe water during disasters/emergencies: water treatment; solar disinfection; water boiling, ...</li> <li>All handwashing facilities were made to be inclusive in that the location and position of the facilities are accessible to all people of all heights and capacities to use them; creating nudging systems to develop positive behavioural change re WinS activities, ...</li> <li>11 school WASH clubs have been set up and were active on Ambae</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of WASH infrastructure construction and maintenance training in SANMA and MALAMPA for 2021.</li> <li>Where transportation cost pose as a challenge, work with area administrations to help reduce costs or control pricing.</li> <li>Include community committees to be part of trainings so knowledge developed in schools is perpetuated at home; establish good link between schools and communities.</li> <li>Water scarce area schools build VIP toilets as backup during no/poor water periods; and provide a leadership training to community and schools members.</li> <li>School Community Association members could be part of the committees and be able to help out with WASH in Schools activities</li> </ul>
<p><b>Output 2: Infrastructure planning to support quality facilities and improved inclusive safety access to learning</b></p>		
<p>School Construction Program – FICOL Project (National University of Vanuatu (NUV))</p>	<ul style="list-style-type: none"> <li>MOET, the Government of New Caledonia and Agence Francaise de Développement (AFD) have signed a funding agreement to build the National University of Vanuatu’s main administration bloc. <ul style="list-style-type: none"> <li>Engineering consultations are achieved with the recruitment of Calibre Project Managers (CPM) and Lumu Design Build (LDB) for the Supervision of the technical works</li> </ul> </li> <li>The works program achieved included the concept design, drawings and bid documents developed, relaunch of bidding done.</li> <li>Contract of construction works was awarded to Island Construction Ltd.</li> </ul>	<ul style="list-style-type: none"> <li>Procurement of building materials still in progress</li> <li>Contract to be signed with Island Construction Ltd in early 2021.</li> <li>Completed</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
School Construction Program – GGP (JICA)	<ul style="list-style-type: none"> <li>• 14 Classrooms completed in 2019 – double classroom (2) per school (Paireve PS, Nasalanvunmoli PS, Tata PS, Banban PS, Balon PS, Mwast PS, &amp; Tovotovo PS)</li> <li>• Bombua Ambae Relocation construction in progress               <ul style="list-style-type: none"> <li>- 4 Classrooms, 4 Dormitories, 2 Ablution Block</li> </ul> </li> <li>• Luganville Est: construction of 4 classrooms has started and progressing</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Construction still in-progress</li> <li>• Construction in-progress and expected to be completed in 2021</li> </ul>
School Construction Program – World Bank TC Pam Recovery Program	<ul style="list-style-type: none"> <li>• 12 Classrooms (4 classrooms per school) constructed in Nakuskasaru, Nukuanapo and Maumau PS</li> <li>• 22 Classrooms and 11 school administration rooms (2 classrooms and 1 administration room per school) construction works in Etas PS, Maumau PS, Nakuskasaru PS, Nukuanapo PS, Lamén PS, Akama PS, Bonkovio PS &amp; Mabfilau PS, Noaiwia PS, Tangovawia PS, Kawenu PS, Ere PS, Nottage PS, &amp; Nawaraone PS</li> <li>• 4 Staff House (1 staff house per school) constructed in Greenhill PS, Lamén PS, Lausake PS, &amp; Itakuma PS</li> <li>• Materials for repair of classrooms and staff house at Eles PS supplied and repair works completed</li> </ul>	<ul style="list-style-type: none"> <li>• Completed and classrooms to be utilized from 2021.</li> <li>• Completed – classrooms to be utilized from 2021</li> <li>• Completed – to be utilized from 2021</li> <li>• Completed – repaired classrooms and staff houses utilized from 2020-2021.</li> </ul>
School Construction Program – Kuwait – Vanuatu Institute of Technology (VIT) Project	<ul style="list-style-type: none"> <li>• Double storey building constructed – containing 6 classrooms (3 at the ground floor &amp; 3 on the 1<sup>st</sup> floor).</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom building completed               <ul style="list-style-type: none"> <li>- Furniture and window-shutters to be installed in early 2021</li> </ul> </li> </ul>
School Construction Program – DFAT & MFAT Ambae Recovery to Santo Schools	<ul style="list-style-type: none"> <li>• Ambae Recovery Santo – 14 Classrooms and 1 administration room constructed in the following schools:               <ul style="list-style-type: none"> <li>- Bombua PS (phase 1 &amp; 2) – 4 classrooms &amp; 1 administration room</li> <li>- Banban PS (phase 1) – 2 classrooms; Tovotovo PS – 2 classrooms; Balon PS – 2 classrooms; &amp; Mwast PS – 2 classrooms</li> </ul> </li> <li>• Matevulu College - full renovation of 2 classrooms (B43 &amp; B44)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed – classrooms were expected to be utilized from 2021.</li> <li>• Completed – classrooms were utilized after completion of works in 2020.</li> </ul>
School Maintenance Planning	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• MoET to implement school maintenance officers as parts of upcoming school construction projects</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
<b>Output 3: ECCE strengthened to support early years learning</b>		
ECCE Policy Implementation	<ul style="list-style-type: none"> <li>• 216 teachers are confident in using the ECCE Curriculum</li> <li>• The registration of ECCE centres for Tafea, Torba, Malampa and Shefa was presented to Policy and Planning unit on 10<sup>th</sup> December</li>   <li>• All MEOs’ capacity building training in the 6 Provinces conducted                             <ul style="list-style-type: none"> <li>- 64 MEOs trained and continuing under contract for another year<sup>2</sup></li> </ul> </li> <li>• 478 ECCE teachers across Vanuatu have enrolled in USP and undertaking training in cohorts/semester</li> <li>• 88 ECCE centres in Penama achieved standard 6, 7, 8, 11 and 20; while ECCE standards 6, 7, 8, 9, 11, 15, 16, 18, &amp; 23 were achieved in other provinces</li>   <li>• 100% of ECCE teacher`s information verified and submitted to TSC</li>   <li>• ECCE Home-Schooling radio shows                             <ul style="list-style-type: none"> <li>- 8 podcasts on 4 topics were aired between April through to June<sup>3</sup> (early literacy; numeracy; science; &amp; living in our communities)</li> <li>- Anecdotal evidence showed that parents in urban areas commented the program was helpful for them</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School leaders to include maintenance in their SIPs</li>   <li>• 252 teachers need refresher training</li> <li>• PPU to present to the registration committee, and DG to grant Provisional and Certificates of registration to schools; Shefa ECCE to re-conduct assessment using the tool, (Jeklis blong monitorem Kwaliti Standat blong ECCE Senta); and Penama and Sanma will re-conduct a full registration and assessment in April &amp; May 2021</li> <li>• Activity completed – but refresher training will be needed</li> <li>• Liaise with USP to conduct trainings for teachers who have completed their fees</li> <li>• Strengthen the communication between the school principals, ECCE committees, teachers and communities; and Teachers and schools are working towards the following standards; 1, 10, 14, 17, 19, 20, 21, and 22</li> <li>• Advice MEOs to collect and submit teacher`s personal information in good time.</li>   <li>• Find other means such as providing posters and leaflets and distribute to the parents in rural areas through awareness programmes</li> </ul>

<sup>2</sup> VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.

<sup>3</sup> VESP II – 1<sup>st</sup> Six Monthly Progress Report – 1 January – 30 June 2020, page 42.

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
Implementation of Early Childhood Development (ECD) concept	<ul style="list-style-type: none"> <li>ECD stakeholder mapping completed</li> <li>ECD community consultations conducted</li> </ul>	<ul style="list-style-type: none"> <li>Explore other avenues for collecting data from survey forms.</li> <li>Improve advocacy and communication of ECD to all communities; and Strengthen engagement of provincial level in ECD.</li> </ul>
<b>Output 4: Training (pre-service and in-service) programs teachers updated to meet quality standards</b>		
Professional Development (PD) to Support New Curriculum <sup>4</sup>	<ul style="list-style-type: none"> <li>663 teachers received the Professional Development of Years 5 &amp; 6 training</li> </ul>	<ul style="list-style-type: none"> <li>In 2021, teacher professional learning to consolidate implementation of the new curriculum will continue with a focus on improve literacy teaching and class-based assessment.</li> </ul>
VITE Institutional Strengthening	<ul style="list-style-type: none"> <li>The new Principal of VITE has been appointed</li> <li>Certificate IV in Education (ECCE Teaching) - All accreditation processes and courses are now complete</li> <li>The Certificate IV in Education (VET Teaching) – already launched on the 10th August 2020 for Cohort 1 at VITE in Port Vila and for Cohort 2 on the 26th August 2020 in Vanuatu Agriculture College (VAC) in Luganville, Santo and classes have already started – LLN Bridging Course for one month starting August 2020 – September 2020</li> <li>All Year 1 and Year 2 courses for the Bachelor of Education (Primary) and Bachelor of Education (Secondary) are completed and ready for delivery in 2021</li> <li>VITE received endorsement for the Diploma component of the new Bachelor of Education until December 2020</li> <li>VITE QMS is in its final stages of Review</li> </ul>	<ul style="list-style-type: none"> <li>Immediate appointment of the VITE Council by the Honourable Minister of Education</li> <li>The Certificate IV in Education (ECCE) will have to be accredited before the Bachelor can be developed.</li> <li>Capacity build the VITE HR so that they can teach in the programme.</li> <li>Next steps involve implementation of the Bachelor of education program at VITE</li> <li>News on the recently approved status of the Diploma and the potential for funding from GPE will provide impetus to start implementation for this sub-activity in 2021.</li> <li>Next steps involve implementation of the QMS</li> </ul>
<b>Output 5: New curriculum implemented</b>		

<sup>4</sup> Progress against this key activity (Output 4) were derived from: VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
Curriculum Implementation <sup>5</sup>	<ul style="list-style-type: none"> <li>• Development of Home School curriculum for ECCE to Year 6</li> <li>• 5 teacher guides for Year 6 in EN and FR versions (5X2) ready for dispatched; Science TG in EN and FR (1X2) printed</li> <li>• Year 6 L&amp;C Novels – 24,300 L&amp;C novels procured to ensure a ratio of 1:1 student to reading materials                             <ul style="list-style-type: none"> <li>- 2 Novel Teachers’ Notes developed, edited and printed</li> </ul> </li> <li>• 8,200 copies of the Year 6 Social Science and 8,200 copies of the Mathematics Textbooks ready for nationwide distribution</li> <li>• Instructional materials produced in 5 vernaculars (6 dialects) in Tana, representing the languages spoken in the 56 school communities in Tanna</li> <li>• Study design for the Curriculum Implementation Monitoring Study (CIMS) completed on November 2020</li> <li>• Development of Year 7 syllabi – 13 subjects’ syllabi drafted in English and French</li> <li>• Development of Year 13 syllabi – 23 subjects’ syllabi drafted in English and French</li> <li>• Development of Year 12 Teachers’ Guide – 23 subjects’ teachers guide drafted in English and French</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing and in-progress into 2021 with assistance of TA contracted by UNICEF.</li> <li>• The Science Teacher Guide was finalised over the Christmas holiday and printed in early January 2021 thus avoiding delaying the delivery of teacher guides nationwide.</li> <li>• CDU prepares the distribution plan to begin as soon as materials arrive in Vanuatu</li> <li>• CDU received the textbooks from the printing company towards the end of the year, printing underway for distribution in Q1 2021.</li> <li>• Plans are underway for CDU and VESP to support communities produce vernacular materials in five additional languages.</li> <li>• Evaluation TORs and scope of work scheduled for Q1 2021</li> <li>• Ongoing and progressing into 2021</li> <li>• Ongoing and progressing into 2021</li> <li>• Ongoing and progressing into 2021</li> </ul>
Assessment, Reporting and Monitoring	<ul style="list-style-type: none"> <li>• Curriculum, Assessment and Reporting (CAR) Guidelines developed and endorsed – materials being printed<sup>6</sup>.</li> <li>• 48 Common Assessment Tasks (CATs for the Years 1-6 curriculum) for Language and Communication (4 CATs) and Mathematics (4 CATs) developed; English and French versions<sup>7</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines have been printed and will be disseminated as part of SIO and principal training in 2021.</li> <li>• For 2021, a CATs publication will be made available to schools to compliment the Class-based Assessment Manual.</li> </ul>

<sup>5</sup> Progress against this key activity – Yrs. 1-6 curriculum (Output 5) were derived from: VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.

<sup>6</sup> VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.

<sup>7</sup> VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>• Implementation of Year 12 Outcome Based Assessment and Reporting (OBA/R); and customized PacSIMs for Year 13 OBA/R for 2021                             <ul style="list-style-type: none"> <li>- 100% assessments implemented and OBA/R processing completed; and certificate launched</li> </ul> </li> <li>• Development and implementation of Internal and External Assessments for Years 10, 12, and 13 (excluding Yr. 13 Anglophone) students:                             <ul style="list-style-type: none"> <li>- A total of 1,481 male and 1,669 female students sat the National Junior Secondary Schools Examination (Year 10) in 2020                                     <ul style="list-style-type: none"> <li>○ 761 male and 1,045 female students were placed in Year 11 for the 2021 academic calendar</li> </ul> </li> <li>- 715 male and 868 female students sat the Year 12 Examination in 2020                                     <ul style="list-style-type: none"> <li>○ From the total students who sat the exams, 547 male and 578 female students were placed in Year 13 for the 2021 academic calendar</li> </ul> </li> <li>- 174 male and 210 female students (Francophone) took the Year 13 Examination                                     <ul style="list-style-type: none"> <li>○ 100 male and 126 female Francophone students were placed in Year 14 for the 2021 academic calendar.</li> </ul> </li> </ul> </li> <li>• 53% of the subjects in the Vanuatu National Secondary Certificate in the 3 learning domains (Culture &amp; Community/ Language &amp; Communication/ Mathematics &amp; Science) as stipulated in the Vanuatu National Curriculum Statement has been examined for the first time in 2020.</li> <li>• Curriculum, Assessment and Reporting Guidelines developed and endorsed. Materials being printed.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% Year 12 subjects administered in the PacSIMs in preparation for the Year 13 PacSIMs use in 2020</li> <li>• Completed for the 2020 academic year</li> <li>• Completed for the 2020 academic year; and preparation of reporting underway.</li> <li>• Guidelines have been printed and will be disseminated as part of SIO and principal training in 2021.</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
Language Policy Implementation <sup>8</sup>	<ul style="list-style-type: none"> <li>Teacher Workbook, Trainer’s Workbook and the Trainer’s Guide (PowerPoint presentation) for the Ademap Lanwis Yia 4-6 completed and reviewed</li> <li>Language policy implementation review – study design still in draft.</li> </ul>	<ul style="list-style-type: none"> <li>It is expected that implementation will gather momentum once the training of trainers is completed and the program begins to roll out to the provinces.</li> <li>This activity will resume in 2021 taking into account released capacity in VESP teams and MoET to revise the sampling frame and the instruments for data collection.</li> </ul>
<b>Output 6: SIPs and grants are monitored by provincial school improvement officers, inspectorates and auditors</b>		
Implement Basic and Secondary Education Policies	<ul style="list-style-type: none"> <li>Primary and Secondary Education draft policies developed to the final stage.</li> <li>Primary and Secondary Schools data collected, stored in Open VEMIS and used in decision making processes.</li> <li>Tools of harmonize standards developed – SIP manual; self-evaluation templated; action plan template; training guide; piloting toolkit; full inspection tracker; Vanuatu teachers’ observation form</li> </ul>	<ul style="list-style-type: none"> <li>Due to COVID-19 and TC Harold, the final consultations were on-hold and deferred to the upcoming years (2021 ...)</li> <li>Data collection training for VEMIS Officers, SIOs, &amp; School Principals</li> <li>Rollout training to the provinces</li> </ul>
<b>Output 7: Scholarship support is provided to students to have access to accredit training within a Tertiary education framework</b>		
Implementation of the Post School Education and Training Policy 2016-2020	<ul style="list-style-type: none"> <li>Ongoing implementation of the Post-School Education and Training Policy 2016-2020</li> <li>Accreditation form of 1<sup>st</sup> year of bachelor of ESA with UT1 has been developed and submitted to VQA</li> <li>The franchise program with Fiji National University/VIT MoU has been signed by both parties.</li> <li>Recruitment of TVET curriculum coordinators within the TVET Unit planned and progressing well</li> <li>Upgrading and upskilling of Training Centre Trainer and Managers – CERT IV in VET Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Governance structure to be developed to allow grants to PSET institutions</li> <li>Due to COVID-19, task will be completed in 2021</li> <li>Further consultations needed with the new VIT management for clear way forwards; and transition of VIT into the National University of Vanuatu</li> <li>Officers will be recruited in the coming year, depending on budget.</li> <li>Proper evaluation of the first cohorts to conducted</li> </ul>

<sup>8</sup> Progress against this key activity (Output 5) were derived from: VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.



Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>● PSET OV Training for PSET Providers               <ul style="list-style-type: none"> <li>- All PSET Providers and OV Officers attend the PSET OV Training Phase 1</li> </ul> </li> <li>● Cert 1 accredited Computer Training for sheaf and Tafea Training Centres completed</li> <li>● Data collection is ongoing with all PSET Providers</li> </ul>	<ul style="list-style-type: none"> <li>● More trainings to be conducted in 2021</li> <li>● TVET unit to allocate a budget for this accredited computer training</li> <li>● Update data accordingly</li> </ul>
Implementation of Vanuatu Government Scholarships Priority Framework and the National HRD Plan and Sectoral Plans	<ul style="list-style-type: none"> <li>● Consultation workshops held with all line ministry's HROs on NHRDP priority occupations validation</li> <li>● Working with Vanuatu National Provident Fund to improve the Educational Loan Scheme to provide financial assistance to those wanting to study.</li> <li>● Fully Implement the Government's directive to have all first-year students studying in-country:               <ul style="list-style-type: none"> <li>- All first year VANGO Scholarship (sponsored) students were studying in high education institutes in-country</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with VQA and DSPPAC including PSC's VIPAM for better coordination.</li> <li>● Guidelines to be developed</li> <li>● Continue the collaborations with partners and government agencies / line ministries.</li> </ul>
Implementation of the higher education framework – Higher Education Policy	<ul style="list-style-type: none"> <li>● Certificate IV in Education (ECCE Teaching) – all accreditation processes and courses were completed</li> <li>● The Certificate IV in Education (VET Teaching) was launched on the 10<sup>th</sup> of August 2020 for cohort 1 at VITE in Port Vila, and for cohort 2 on the 26<sup>th</sup> of August 2020 at the Vanuatu Agriculture College (VAC) in Luganville, Santo.               <ul style="list-style-type: none"> <li>- LLN Assessment and Bridging Course conducted to trainees for the Certificate IV in Education (VET teaching) from August to September 2020.</li> </ul> </li> <li>● Accreditation processes for both the Bachelor of Education (Primary) and Bachelor of Education (Secondary) were completed and submitted to VQA</li> <li>● All Year 1 and 2 courses for the Bachelor of Education (Primary &amp; Secondary) programs were completed and ready for delivery.</li> </ul>	<ul style="list-style-type: none"> <li>● The Cert IV in Education (ECCE) will have to be accredited by VQA before the Bachelor program can be developed.</li> <li>● Capacity building of the VITE HR so that they can teach the program.</li> <li>● Accreditation of the Bachelor of Education (Primary &amp; Secondary) programs; and implementation of the program at VITE</li> <li>● Implementation of the Bachelor of Education program at VITE</li> <li>● Source out the human resource in Vanuatu to develop and deliver new programmes.</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>• Development of academic programs/courses (accredited courses online programs, Bachelor of Environment Science / Universities Tender process)                             <ul style="list-style-type: none"> <li>- Discussions are under way with James Cook University (JCU) and the University of New Caledonia (UNC) to finalize financial and academic aspects of the program</li> <li>- The feasibility study on the introduction of a new bachelor degree in ICT is developed and will soon be handed to MOET</li> <li>- Agreement with Toulouse 1 on the introduction of the 2<sup>nd</sup> Year of the online Bachelor in Economics and Social Administration</li> </ul> </li> </ul>	
<p><b>Output 8: Strengthened performance management systems (reporting against plans and standards), at all institutional levels, including appraisal of managers, principals, teachers, staff)</b></p>		
<p>Education Management systems implemented</p>	<ul style="list-style-type: none"> <li>• MoET’s 2019 Annual Report was completed and approved on 26<sup>th</sup> June 2020. The 2019 annual report has been uploaded on the MoET’s website for all to access.</li> <li>• MoET 2020 Business Plan (revised version) approved by the DG and Minister in June 2020 2021 Budget narrative completed and submitted to the VBMS</li> <li>• Production of Quarterly progress reports (Q1, 2, 3, &amp;4) against 2020 Business Plan.</li> <li>• Effective management and administration of the MoET’s 2020 appropriated recurrent, including development budget expenditures in accordance with legal and approved financial procedures.</li> <li>• VETSS 2021-2030 – edited, translated into French, formatted and finalised</li> <li>• A complete draft of the Corporate Plan 2021-2023 and the results framework (V5) produced</li> </ul>	<ul style="list-style-type: none"> <li>• Completed, and review of the report for future improvements</li> <li>• Review of 2020 plan and budget (expenditure) and development of 2021 Business Plan                             <ul style="list-style-type: none"> <li>- Approval of 2021 Business Plan</li> <li>- MoET 2021 Budget appropriated by Parliament</li> </ul> </li> <li>• Completed</li> <li>• Review of annual budget to gather for unexpected circumstances</li> <li>• VETSS 2021-2030 to be printed and launched in 1<sup>st</sup> quarter of 2021.</li> <li>• Consultation with SMT and PEOs/Senior Officers on proposed indicators, baseline data, &amp; targets of M&amp;E framework</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>• Schools were audited and audit reports have been completed, finalized and handed to auditees.</li> <li>• Registration of schools and education authorities according to EA and School Registration Policy:                             <ul style="list-style-type: none"> <li>- 8 primary schools, and</li> <li>- 8 secondary schools were officially registered by MoET</li> </ul> </li> <li>• A total of 12 (out of 20) MoET project proposals were approved by DSPPAC and these projects were funded by Development Partners (e.g., JICA, DFAT, MFAT, UNESCO, UNICEF, World Bank, &amp; others).</li> <li>• 6 New Policy Proposals (NPPs) were submitted to the Ministerial Budget Committee in early August 2020. These 6 NPPs covered: secondary curriculum reform; PSET grant; Teachers’ severance/recruitment plan; principals/deputy principals’ &amp; PSET support staff remuneration; ECCE tuition fee grant; and VQA operations                             <ul style="list-style-type: none"> <li>- 1 NPP (ECCE tuition fee grant) was approved,</li> <li>- 4 NPPs were partly approved, and</li> <li>- 1 NPP (PSET support staff GRT determination) not approved.</li> </ul> </li> <li>• Final consultation on MoA between Government (represented by MoET) and the Church Education Authorities (EAs) was held with MoET’s Senior Management Team (SMT) and 10 EAs on 30<sup>th</sup> September 2020; and Final draft MoA completed and disseminated to SLO for endorsement</li> <li>• Teaching Service Commission (TSC) structure was expanded &amp; approved by the Public Service Commission on the 19<sup>th</sup> of October 2020. The Senior Teacher Management Officer (position # 3314), the Teacher Management Officer (position # 3309) and the Payroll Officer (position # 3016) positions were transferred out of ESD and</li> </ul>	<ul style="list-style-type: none"> <li>• The MoET’s Internal Audit Unit undertakes school audits on an annual basis</li> <li>• Review and implementation of the EA and School Registration Policy</li> <li>• Ongoing coordination of project proposal developments and submissions – follow up with DSPPAC for Donor assistance and support for submitted project proposals.                             <ul style="list-style-type: none"> <li>- Unapproved NPPs resubmitted to DSPPAC for project consideration</li> </ul> </li> <li>• Implementation of the MoET’s 2021 Business Plan</li> <li>• To follow-up with SLO and finalize the MoA</li> <li>• Implementation of the TSC organization structure</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<p>DG’s Office and integrated in the TSC Commission Secretariat Structure.</p> <ul style="list-style-type: none"> <li>• TSC issued appointment letters to 870 ECCE teachers (temporary basis: Jan to Dec 2020); 164 primary school teachers; 67 secondary school teachers; 35 local contract teachers; 6 tertiary lecturers; 2 principals of PSET institutions (VITE &amp; VIT); and 52 school principals appointed on a 4-year contract.</li> <li>• 1,038 Teaching License approved by the TSC Board, and 50 Teaching License cards were issued (for teachers) as at 16<sup>th</sup> December 2020.</li> <li>• Nationwide consultations on the Vanuatu Teaching Service Staff Rules (VTSSR) were conducted on 14<sup>th</sup> and 30<sup>th</sup> September in Santo and Port Vila respectively. The consultation in Santo involved PEOs and Principals from Penama, Malampa, Sanma and Torba; while PEOs and Principals from Shefa and Tafea attended the consultations in Port Vila</li> <li>• Implementation of the National University Act No.34 of 2019               <ul style="list-style-type: none"> <li>- National University of Vanuatu (NUV) Council was established and met two times in 2020</li> <li>- The senate was established</li> <li>- NUV Vice Chancellor was officially appointed</li> </ul> </li> <li>• Efficient management and delivery of Information Technology services for the Central and Provincial Offices, including schools.               <ul style="list-style-type: none"> <li>- MoET’s Open VEMIS (OV) developments – Open VEMIS PSET module is online and accessible; School Land Module; School Registration Module; Teacher Qualification Report and UIS Report are developed and installed in Training Open VEMIS system for testing; Open VEMIS Translation function has been successfully upgraded; Open VEMIS Resource Module has been upgraded and Curriculum Documents Repository was the first to be uploaded into it</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Administration and management of teachers and principals’ appointments, placements, and performances.</li> <li>• Strengthen implementation of the Teacher Registration and Licensing Policy</li> <li>• The VTSSR has been through the major and final editing process done by Mrs Helen Tamtam (Lobanga) and the TSC IT Unit, and that includes: English grammar, content consistency &amp; formatting. The VTSSR is at its final stage with Labour Office, it should reach State Law Office mid-January 2021 and should be endorsed by the Commission and launched during the 1<sup>st</sup> quarter of 2021</li> <li>• NUV Deputy Vice Chancellor position was published               <ul style="list-style-type: none"> <li>- NUV Deputy Vice Chancellor to be appointed to allow the senate to meet</li> </ul> </li> <li>• Development of PSC HR Module, Procurement Module, Asset Management Module for secondary school data, Facilities Report all still in progress; Open VEMIS Finance offline Module drafted feasibility study but development of the module will occur in 2021; and Scholarship Module, UIS Finance Report, Student Verification Module and Teacher Attendance Module are to be developed in 2021.</li> </ul>

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>- Open VEMIS system, Public website, PacSIMS Assessment system, Management website, Email services and Notes-master e-Learning system are all maintained, online and accessible all times</li> <li>- Connectivity of the Government Broadband Network to all MoET offices from central to 6 provinces is 98% at all time</li> <li>- Effective day-to-day helpdesk support provided and upgrade of IT systems at the Central Office, including provincial education offices</li> <li>• All directives from the DG’s Office were circulated to all senior staff to implement programs in addressing COVID-19, TC Harold and other important tasks in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Building of the new upgraded MoET public website is in progress; and MoET Management website upgrade done awaiting content upload which will occur in 2021</li> <li>• Provided day-to-day helpdesk support which includes attending to staffs’ computer issues, network issues, system issues as well as providing IT advices to staff on IT matters</li> <li>• A COVID-19 Contingency Plan and TC Harold Responds Plan were developed and implemented</li> </ul>
<b>Output 9: Provincial management to support service delivery at school level</b>		
<p>Devolved education service delivery to schools</p>	<ul style="list-style-type: none"> <li>• Academic resources are accessible online through the MoET website (E-learning) and Open VEMIS</li> <li>• Development and use of MoET COVID-19/TC Harold website                             <ul style="list-style-type: none"> <li>- Malapoa College developed and has been using the E-Learning platform from mid-2020.</li> </ul> </li> <li>• 66 school principals across Vanuatu had been consulted on the Open Distance Learning (ODL) policy</li> <li>• 10 participants (7 SIOs and 3 PEOs) trained in the first SIO training on December 2020 – Provincial SIO training program to lead curriculum implementation<sup>9</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct awareness to inform parents and students of Common Wealth Of Learning resources on line</li> <li>• Access to ICT equipment is a challenge and support is needed to access one. Other schools (e.g., Lycée LAB, Santo east, Matevulu, etc.) are still in the process of developing their E-Learning platforms and are doing their best to use the current platform</li> <li>• Further consultations and final draft of ODL policy expected in 2021.</li> <li>• SIOs in other five provinces will be trained in 2021 and VESP will provide ongoing support to PEOs to assist with management of provincial operations</li> </ul>

<sup>9</sup> VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 5.

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>Review of the School Inspector Policy completed<sup>10</sup></li> </ul>	<ul style="list-style-type: none"> <li>In 2021, VESP will work with MoET to identify a set of priority needs that can be addressed thorough the year to strengthen the roles of school inspectors</li> </ul>
Evidenced based policy and planning	<ul style="list-style-type: none"> <li>All 2019 VANSTA results uploaded onto Open VEMIS for individual schools to access</li> <li>Grant calculator used for school grant tranches (1 &amp; 2) payment in 2020.</li> <li>Final draft of Basic Education Statistical Report produced.</li> <li>Research studies coordinated and undertaken in 2020               <ul style="list-style-type: none"> <li>Evaluation study of South Pacific Form Seven Certificate (SPFSC) Program with South Pacific Community (SPC)</li> <li>School Enrolment and Retention Audit Survey (support by VESP)</li> </ul> </li> <li>2020 Students OV data entry for all provinces had been completed and finalized</li> <li>PSET OV Training conducted for PSET Providers and Provincial VEMIS Officers               <ul style="list-style-type: none"> <li>All PSET Providers attend the PSET OV Training Phase 1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> <li>Upgrade grants calculator in OV and development on offline version to occur in 2021; and continue to provide mentoring support to improve the school grants compliance</li> <li>The Basic Education Statistical Report will be approved during 1<sup>st</sup> quarter of 2021.</li> <li>Field work has been completed. However, COVID-19 has been a limitation to the study.               <ul style="list-style-type: none"> <li>Readjust activity plan to accommodate unforeseen circumstances</li> </ul> </li> <li>The study is in good progress; but, VESP is currently looking for a new gender specialist to work with us and the proposed workshop with the stakeholders to review the questionnaires is planned for January 2021.</li> <li>Collaborate with Provincial PEOs and VEMIS Officers to better manage school data entry at the provincial and school levels</li> <li>More OV trainings to be conducted in 2021</li> </ul>

<sup>10</sup> VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 5.

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"> <li>Conducted Industrial Survey (PSET) in Shefa Province in collaboration with Vanuatu National Youth Council (VNYC)</li> </ul>	<ul style="list-style-type: none"> <li>Undergoing logistics preparation, in collaboration with VNYC for the Industrial Survey to be conducted five other provinces.</li> </ul>
<b>Output 10: School leadership to support improves learning in classrooms<sup>11</sup></b>		
<p>School Leaders Program</p>	<ul style="list-style-type: none"> <li>73 school leaders have enrolled in studies supported by VESP to upgrade their qualifications in school leadership and management through Australia Pacific Training Coalition (APTC) and Pacific Theological College (PTC).                             <ul style="list-style-type: none"> <li>18 school leaders (11 males &amp; 7 females) from Shefa completed APTC training entitled ‘leadership and management certificate 4’. They are expected to graduate in early 2021.</li> <li>35 school leaders (23 females &amp; 12 males) completed the diploma training program in Mission Studies with the PTC. They are expected to complete the course in December 2020 and graduate in May 2021.</li> <li>A 2<sup>nd</sup> cohort to the APTC training started in July 2020, in Malampa, with 20 school leaders (11 males &amp; 9 females), who will complete APTC training in April 2021 and are expected to graduate in May 2021.</li> </ul> </li> <li>A demonstration program on phonics instruction in Francophone and Anglophone schools was completed in 2 school zones in Tanna</li> <li>The review Principals Handbook (English and French versions) was completed on December 2020. The handbook, now titled “Operational Guidelines for School Principals”, and its training package is ready for distribution.</li> </ul>	<ul style="list-style-type: none"> <li>And evaluation report has been prepared and in Quarter 1 (Q1 of 2021), VESP is finalizing a study proposal to learn how training participants are incorporating their new knowledge into their work</li> <li>All 73 school leaders will be graduating in 2021</li> <li>VESP and MoET counterparts will work to identify how ongoing initiatives (e.g., Ademap, Formative Assessment) can also be integrated with existing SBM mechanisms.</li> <li>Due to the delay in the development of the training package, the training of School principals in the Operational Guidelines for School Principals has moved to 2021.</li> </ul>
<b>Output 11: Community engagement to support improved quality, access and participation in schooling</b>		

<sup>11</sup> Progress against Output 10 were derived from: VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, pages 5 & 19.

Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
School Leaders Program <sup>12</sup>	<ul style="list-style-type: none"> <li>• Parent Support Program (PSP) Facilitators Handbook completed awaiting endorsement from UNICEF; and PSP rollout plan completed</li> <li>• 2 Provincial Women's Leadership Network established in Sanma and Torba; and 2 initiatives encouraging male officers to promote greater gender awareness in the community</li> </ul>	<ul style="list-style-type: none"> <li>• The ECCE Unit will seek to secure the endorsement of the facilitator handbook by UNICEF and MoET. Once its endorsed, the ECCE Unit will trial the handbook in Efate (tentatively on Feb 2021)</li> <li>• Plans are underway to support women’s leadership networks in Malampa, Penama, Shefa and Tafea. VESP will provide funding and coordination support to all networks to meet at least twice in 2021.</li> </ul>
Development and implementation of a MoET communication plan	<ul style="list-style-type: none"> <li>• All directives given from the DG’s Office to all senior staff to implement programs to addressing COVID-19, TC Harold and other important tasks made in a timely manner.</li> <li>• Home schooling radio shows – entitled the Homskul Givhan radio program<sup>13</sup> <ul style="list-style-type: none"> <li>- 2 General Introduction radio shows</li> <li>- 8 radio shows for ECCE; 7 radio shows for Years 1-3; Years 4-6 had 8 radio shows; and 2 radio shows for Inclusive Education</li> </ul> </li> <li>• Production of 1 newsletter and a suite of simpler, online messages (via Facebook &amp; mobile network - SMS) focusing on the home-school program and emergency responses<sup>14</sup></li> <li>• Establishment of a Toll-Free Number 160 for MoET during COVID-19 &amp; TC Harold response period; and free access to the MoET website<sup>15</sup></li> </ul>	<ul style="list-style-type: none"> <li>• New approved MoET policy documents to be made available for staff and public to access</li> <li>• The radio shows (broadcasts) were also made available on the MoET website. However, due to the very limited access to radio and internet in the rural and remote school communities, “future conversations about the potential use of Ed-techs”<sup>16</sup> are highly likely to occur.</li> <li>• The scale and formats of the support were adjusted early in the year to provide more flexible support to MoET. Lessons from the reporting period will inform targets for this activity for 2021</li> <li>• Strengthened collaboration with existing development partners and stakeholders during emergency responses</li> </ul>

<sup>12</sup> Progress against this key activity (Output 11) were derived from: VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 4.

<sup>13</sup> VESP II – 1<sup>st</sup> Six Monthly Progress Report – 1 January – 30 June 2020, page 42.

<sup>14</sup> VESP II – 2<sup>nd</sup> Six Monthly Progress Report – 1 July – 31 December 2020, page 5.

<sup>15</sup> VESP II – 1<sup>st</sup> Six Monthly Progress Report – 1 January – 30 June 2020, page 41.

<sup>16</sup> VESP II – 1<sup>st</sup> Six Monthly Progress Report – 1 January – 30 June 2020, page 43.



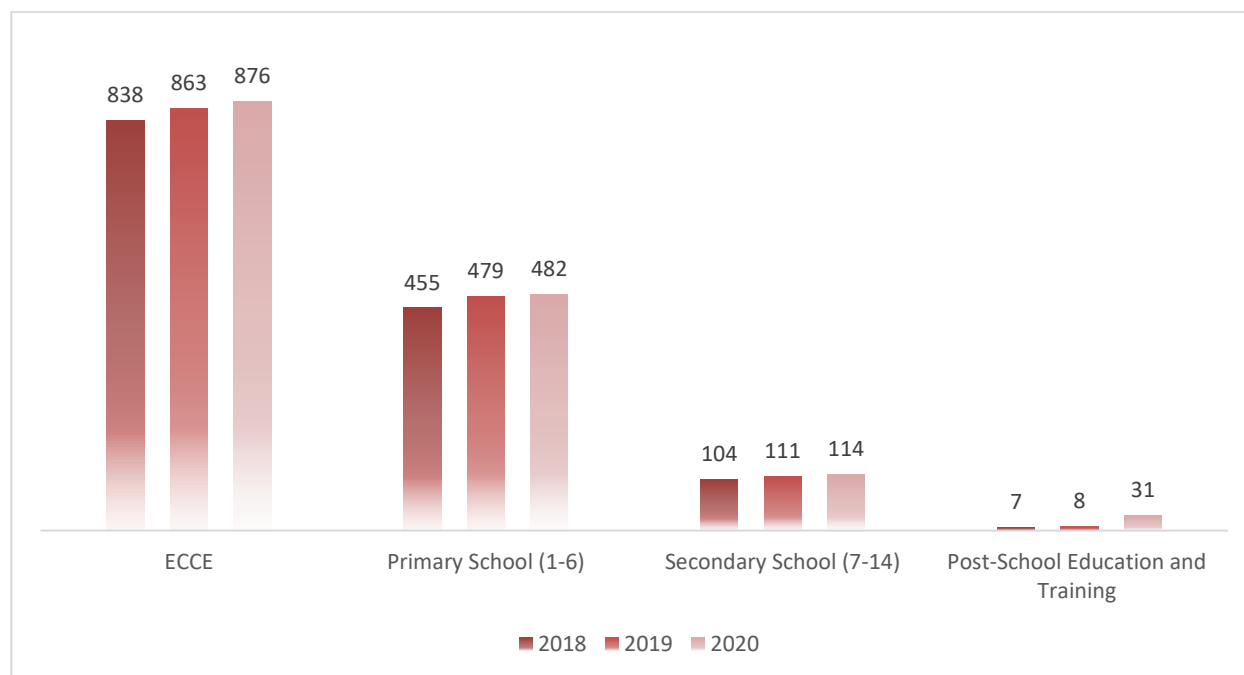
Key Activity	Progress in reporting period (Jan – Dec 2020)	Cumulative progress / way forward
	<ul style="list-style-type: none"><li>• All approved key and relevant documents (Legislation, Plans, policy documents and standards) uploaded into the Open VEMIS, the management site, and the MoET website for ease of access by MoET staff and public at large.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that proper planning is in-place.</li></ul>

### 4. Key Education and Training Statistics

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

Figure two (2) shows the number of registered schools in Vanuatu from 2018 to 2020. The key information drawn from this graph is that the number of ECCE, Primary and Secondary schools has increased within the last three years (2018-2020). This is also true for the Post-School Education and Training (PSET) where a significant increase in the number of registered PSET providers materialized in 2020. The increased support from the MoET’s Technical Vocational Education and Training (TVET) Unit to the PSET providers to meet the Vanuatu Qualification Authority’s requirements, has been a contributing factor to this substantial increase in registered PSET providers.

Figure 2: Total number of schools in Vanuatu by school type, 2018-2020



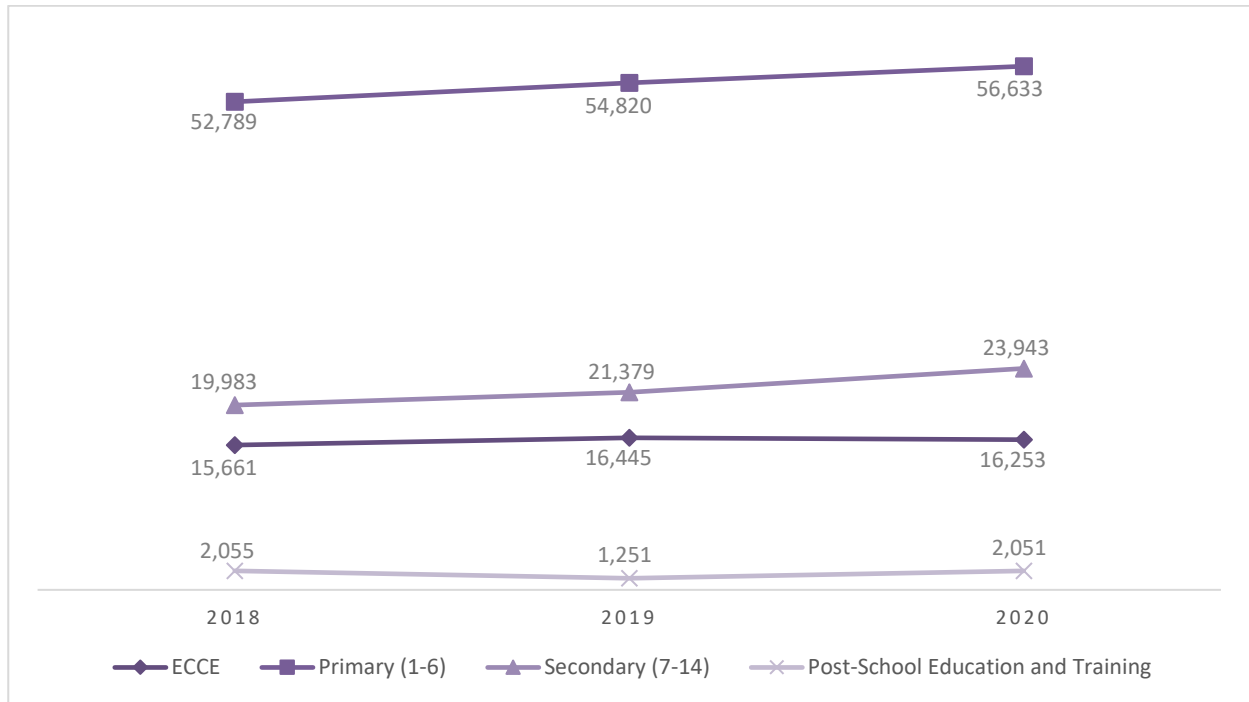
Source: Education Statistics – Basic Tables of 2020, pg.8 & 27-28

Figure three (3) illustrates enrolment trend by sector level (ECCE, Primary 1-6, Secondary 7+ & PSET) from 2018 to 2020. Generally, total student enrolment has been increasing significantly at ECCE, Primary and Secondary levels. In 2020, the ECCE total enrolment slightly declined. The closure of ECCE centers in the TC Harold affected provinces of Sanma and Penama (particularly on Pentecost island) has been a contributing factor to this. A huge data quality exercise (cleaning duplicate student enrolment data) undertaken in 2020 may have also resulted in this slight decline in ECCE enrolment.

At the PSET level, there was a decline in student enrolment in 2019. This may have been the impact of PSET institutions that did not meet the requirements of the Vanuatu Qualifications Framework set out

and regulated by the VQA. Nevertheless, in 2020 the PSET enrolment increased congruently to the increased number of registered PSET providers.

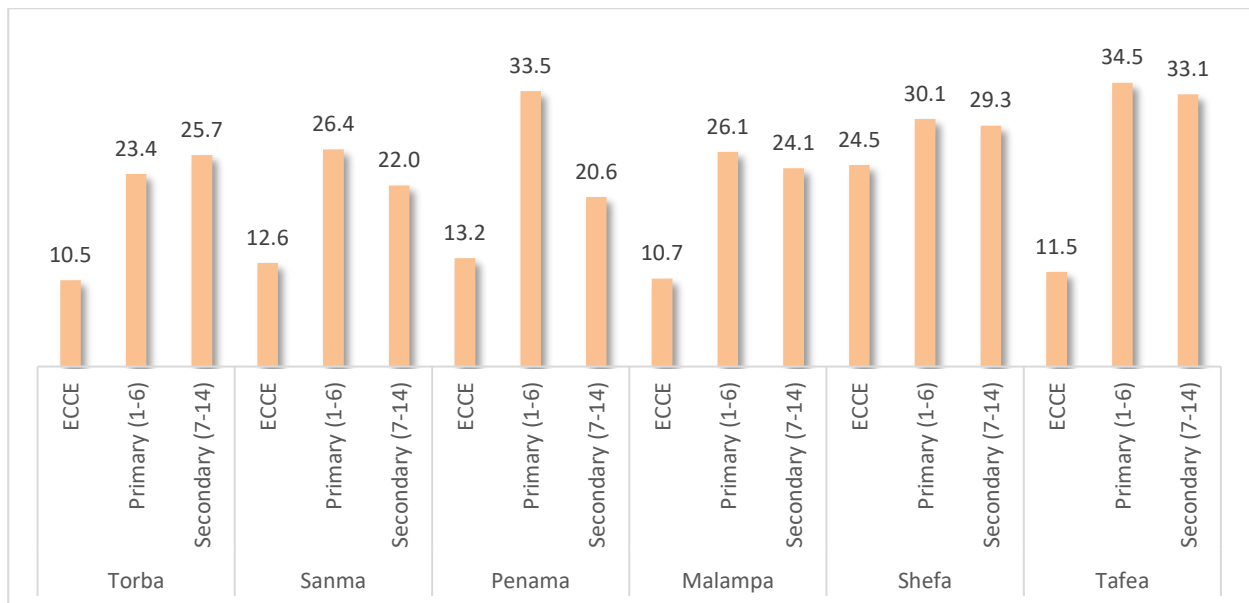
Figure 3: School enrolment trend by sector levels, 2018-2020



Source: Education Statistics – Basic Tables of 2020, pg.8 & 27-28

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

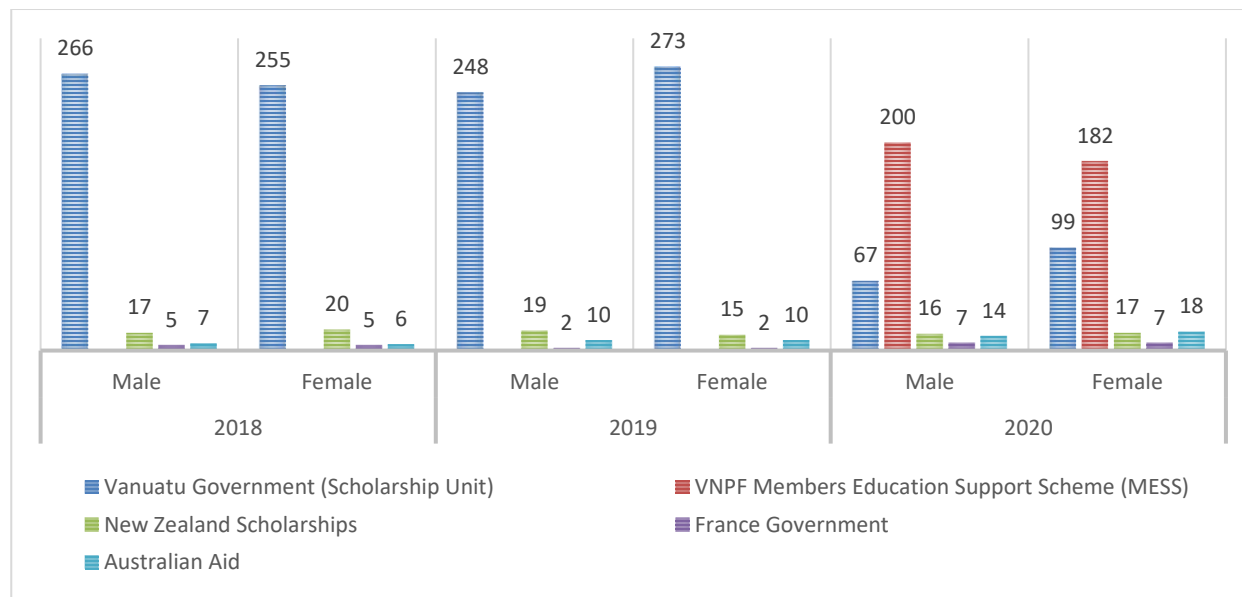
Figure 4: Pupil Teacher Ratio by ECCE, Primary & Secondary Schools for Government paid Teachers, by Province, 2020



Source: Education Statistics – Basic Tables of 2020, pg.24

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 PTR ratio for an ECCE teacher is 15:1, Primary teacher is 30:1 and Secondary teacher is 25:1. In 2020 Penama and Tafea had the highest primary schools’ pupil teacher ratio at 34:1, while Tafea still had the highest secondary pupil teacher ratio at 32:1. The provinces of Torba, Sanma and Malampa have to some degree reached the standard PTR for secondary (25:1). Shefa province had the highest pupil teacher ratio for ECCE (24:1).

Figure 5: Total number of new scholarship awardees by sponsor and gender, 2018-2020



Source: Education Statistics – Basic Tables of 2020, pg.36-37

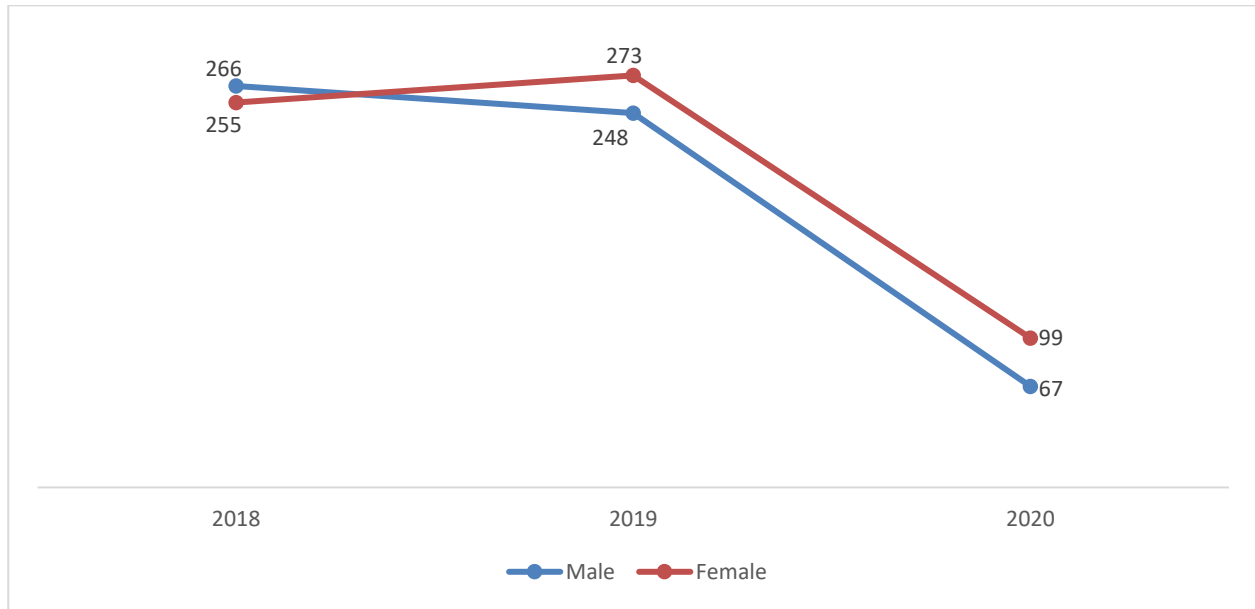
The Vanuatu Government, through the Ministry of Education and Training and its development partners have provided scholarships for students to pursue tertiary studies abroad and in-country as well. Figure five (5) shows the total number of new scholarship awardees by sponsor and gender in the last three years (2018-2020). A large proportion of the new scholarship awardees were sponsored by the Vanuatu Government.

Also, in 2020, a new scholarship scheme called Vanuatu National Provident Fund (VNPf) Members Education Support Scheme (MESS) was introduced. This was made possible between the MoET through its Training and Scholarship Coordination Unit in partnership with the VNPf. The purpose was to increase access to tertiary education and training for the students and adult population of Vanuatu.

Figure six (6) illustrates the total number and trend of Vanuatu Government new scholarship awardees by gender from 2018 to 2020. A drastic decrease in the number of Vanuatu Government’s new scholarship awardees occurred in 2020. This was related to the introduction of the VNPf’s Membership Education Support Scheme (MESS). A total of 200 male & 182 female students (refer to figure 5) were awarded the VNPf’s MESS for tertiary studies in 2020. As a result, the total number of new scholarship awardees sponsored by the Vanuatu Government decreased significantly (67 males & 99 females).

Another key information drawn from this graph (figure 6) is that the number of new female scholarship awardees has increased significantly in the past two years (2018-2019). Despite the decrease, there were somewhat more female (99) awardees of the Vanuatu Government Scholarship in 2020 compared to males (67).

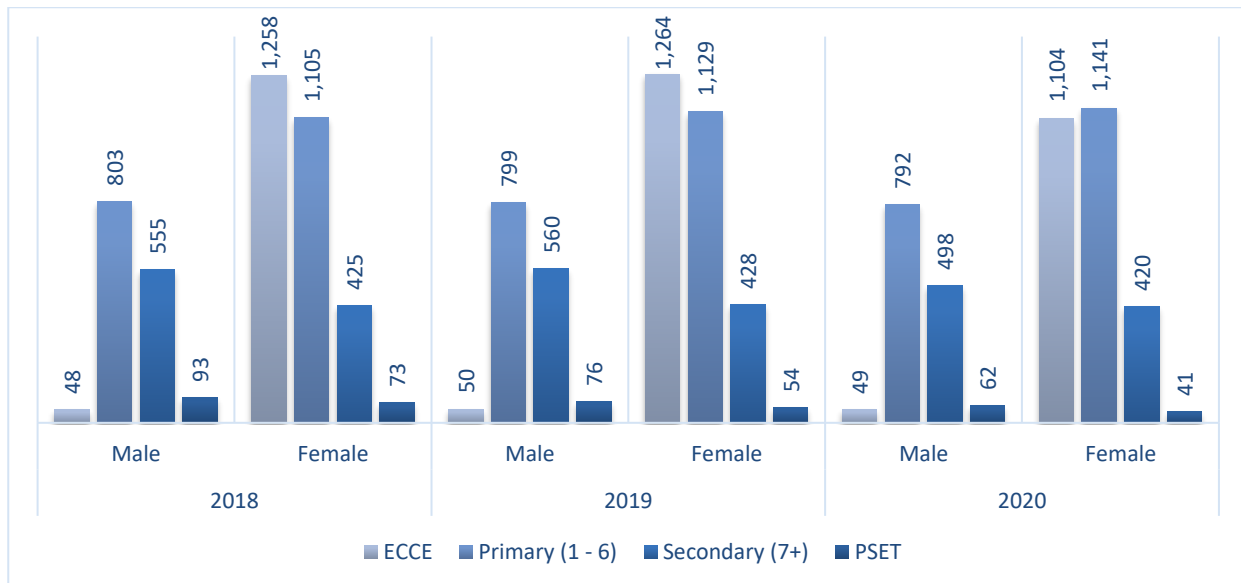
Figure 6: Total number of and trend of Vanuatu Government new scholarship awardees by gender, 2018-2020



Source: Education Statistics – Basic Tables of 2020, pg.36-37

Figure seven (7) indicates the total number of teachers and trainers by school type and gender. Generally, there were more female teachers at ECCE and primary levels during the last three years (2018 – 2020). 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.

Figure 7: Total number of teachers and trainers by school type and gender, 2018-2020



Source: Education Statistics – Basic Tables of 2020, pg.21 & 28-29

### 5. Human Resource Management

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

Table 3: Number of MoET staff by employment status, 2020

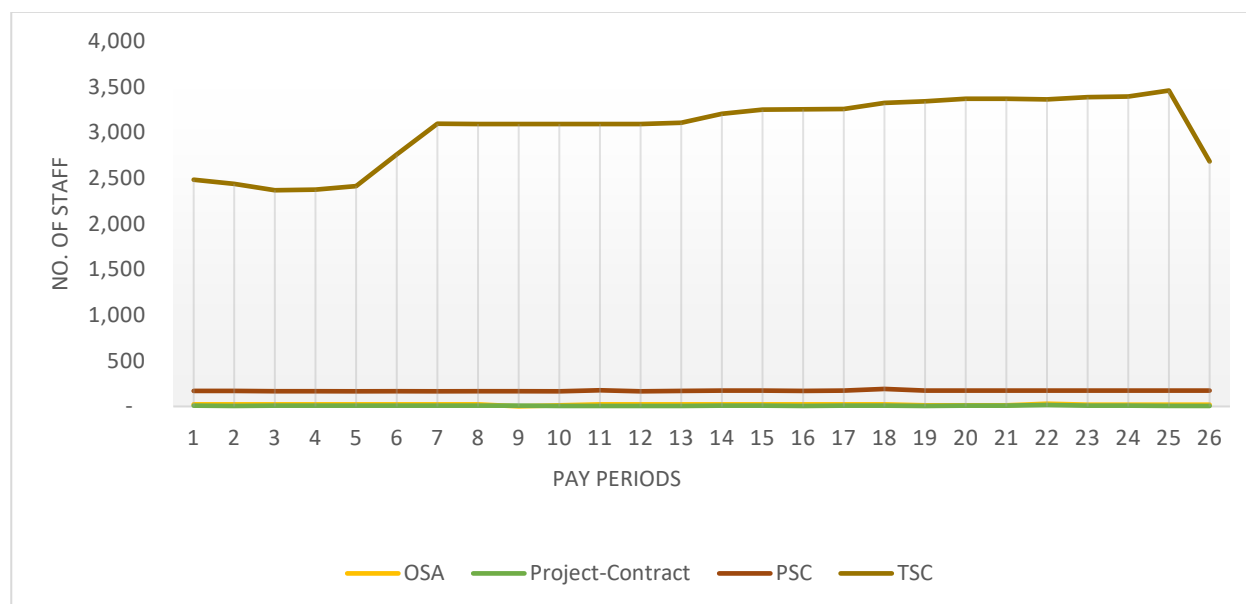
Employment status	Number of Staff
Official Salaries Act appointments (OSA)	21
Project Contract	7
Public Service Commission employees (PSC)	174
Teaching Service Commission employees (TSC)	2,684
<b>Total employees under the government payroll</b>	<b>2,886</b>

The key information drawn from table 3 is that majority (2,684) of the MoET staff were employed under the TSC. These were mainly teachers of ECCE,

primary, secondary and PSET schools. A total of 174 staff were employed by the PSC and an additional 7 staff were recruited on project contract.

#### MoET Workforce, 2020

Figure 8: MoET human resource trend by payperiod, 2020



The Line graph above (fig. 8) describes the trend of employment for different status of employment categorised as the OSA (Ministerial staff), Project contracts, PSC (Public Service Commission employees) and the TSC (Teaching Service Commission employees; teachers), from pay period 2001 to the last pay period of the year, 2026.

A significant increase in the number of employees under the TSC can be seen from payperiod 6 to 7. It was during these two payperiods when contracted ECCE teachers’ salaries were paid by the Government. Such an increase to ECCE teachers was experienced throughout the year. Nonetheless, at payperiod 26, there was a sharp decline to the number of TSC employees. This decrease marked the end of ECCE teachers’ contract for the year 2020. A similar experience in the MoET workforce will be highly likely in the coming year.

## Other PSC HR Statistics

Table 4: Other MoET human resource statistics, 2020

PSC HR Statistics	
New appointments	9
Retirees	3
Resignations	4
Termination	0
Internal Transfers	3
Disciplinary Cases	2
Internship (graduate attachments)	10
Staff on study Leave (Scholarship)	7
Teachers Acting on PSC Post	3

Table 4 highlights the following:

- In 2020, MoET through the PSC new recruitment processes, was able to recruit 9 new staff.
- A total of 3 staff retired; and 4 staff resigned and moved on, pursuing their career in other organizations/institutions
- No MoET staff were terminated was terminated in 2020, inspite of the fact that 2 disciplinary cases were recorded.
- There were 3 MoET staff that transferred from one Division/Unit to another within the ministry (internal transfer)
- 10 staff were brought into the MoET on an internship basis to assist in specific areas or tasks. Those who undertook internships within the ministry were graduates from local, regional and international PSET institutions.
- 7 MoET staff were on study leave in 2020. These staff were on scholarship and studying in PSET institutions abroad, and
- 3 teachers were brought in to act on PSC posts in the MoET organization structure. It is considered a transfer from TSC to a PSC post and it can also be perceived as a promotion for the teachers concerned.

## 6. Education and Training Sector Financial Statement<sup>17</sup>

### ***Budget Overview***

#### **Recurrent Budget Ceiling Changes**

#### **Revenue**

#### **Assets**

#### ***Recurrent Budget Expenditure***

#### **Scholarship Budget Expenditure**

#### **Payroll Budget Expenditure**

#### ***Operation Budget Expenditure***

#### **Budget Virement**

#### **School Grant**

#### **Revenue**

#### **Assets**

#### ***Development Budget***

#### ***Liabilities***

#### **2019 Outstanding Staff Leave**

#### **2019 Outstanding Imprest / Cash Advances**

#### **2019 MoET Commitments and Contingencies**

#### ***Commitments***

#### ***Contingent Liabilities***

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<sup>17</sup> The MoET Finance Unit is collaborating with the responsible staff of the DoFT to confirm MoET's 2020 expenditure figures. Upon DoFT's confirmation, the MoET Finance Unit will extract the relevant 2020 expenditure figures that will be published later on in this section of the MoET's 2020 annual report. Then a copy will be made available to all stakeholders concerned.



## 7. Other Issues

### *Portfolio legislation*

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

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

Other related acts include:

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

### *Statutory Authority and Non statutory Bodies*

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

- Teaching Service Commission (TSC)
- Vanuatu Institute of Technology (VIT)
- Vanuatu Institute of Teacher Education (VITE)
- Vanuatu Qualifications Authority (VQA)
  
- National Education Advisory Council (NEAC)
- Curriculum & Assessment Board
- Scholarship Board

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

### *International Agreements or Commitments*

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

- University of the South Pacific
- Agence Universitaire de la Francophonie (AUF)
- UNESCO (Sustainable Development Goals – are incorporated into the MoET’s plans 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, Save the Children Australia and Japan Overseas Cooperation Volunteers)

### ***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.

## **8. Contact Officer**

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Ministry of Education and Training,  
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Port Vila.