

MINISTRY OF EDUCATION AND TRAINING

2022 ANNUAL REPORT



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2022 Annual Report

Ministry of Education and Training (MoET), Vanuatu

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Acronyms

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

WASH
Wins

Water, Sanitation and Hygiene
WASH in Schools

1. Foreword from the Director General

Dear Honourable Minister,

I have the honour in submitting to you the 2022 Annual Report of the Ministry of Education and Training (MoET).

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

The year 2022 was still a challenging year for the Ministry of Education and Training, as well as the whole public and private sector at large. Since the COVID-19 was announced as a global pandemic in late March 2020, it has caused huge disruption to the implementation of the Ministry’s 2020 -2022 Business Plan. Many adjustments and adaption made in order to accommodate the challenges faced and to make sure to enable education and training services continuity to the children, including the youth and adult population of the country.

On that note, it is worthwhile to note the main issues encountered by the Ministry in 2022, 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
COVID-19 pandemic – an initial lockdown from February to June 2022 led to closure of schools (ECCE, Primary, Secondary & PSET) for a period of 4 months.	<ul style="list-style-type: none">• Home School Package is developed for ECCE to year 10 through the support of GPE.• Development of Business Continuity Plan (BCP) was developed and approved• EOC is being activated in central office to help the continuity of learning• implementation of National WASH In school’s strategies in schools• Technical Support in the development and the implementation of curriculum delivery through Homeschooling /radio platform to assist parents and children in Homeschooling• School grant and tuition fee are being paid to ECCE, primary, secondary schools and PSET institutions.	<ul style="list-style-type: none">• A COVID19 scenario has to be inserted into the MoET Contingency Plan for future reference

<p>Ad hoc tasks & workload- these are unplanned tasks but often considered urgent. It adds up to the current workload that is already there and usually results in heavy workload. This slows down the progress of planned tasks as outlined in 2022 BP</p>	<p>Staffs are guided by their superior to manage well their task/activity.</p>	<p>Management of workload- Officers have to well manage their workload, so that they can progress to implement their allocated task. Whilst, ad hoc task can be taken in regards to their priorities</p>
<p>Resource constraints (human and finances) – staff shortfall and turnover are a critical challenge because it hinders the progress of planned activities. This is linked with the budget constraints of the Ministry.</p>	<ul style="list-style-type: none"> • MoET’s Human Resource Management Unit (HRMU) collaborated with Vanuatu Institute of Public Administration and Management (VIPAM) to secure the services of graduates under the Internship program. Graduate-Interns are employed on contract bases. • Strengthened and increased Collaboration with development partners who provided both financial and technical support to the MoET in implementing its programs of 2022 Plan. 	<ul style="list-style-type: none"> • MoET, through its HRMU and respective Directorates to recruit qualified officers to occupy critical positions in the approved MoET organogram. New recruitments to be made pursuant to the Public Service Commission’s (PSC) official processes. • Continue to strengthen partnerships with development partners so they can provide the much-needed support to the MoET in its upcoming plans and programs.

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 2022 has been due to the prolific partnership and support from DFAT, MFAT, GPE, 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 2022. First of all, to yourself as the Hon. Minister responsible, for not only rendering me your full support, but particularly for the level of wisdom expended in navigating these changes, culminating in the successes we have experienced to date.

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

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

Your Sincerely



Iati Bergmans

Director General, Ministry of Education and Training



2. Corporate Structure

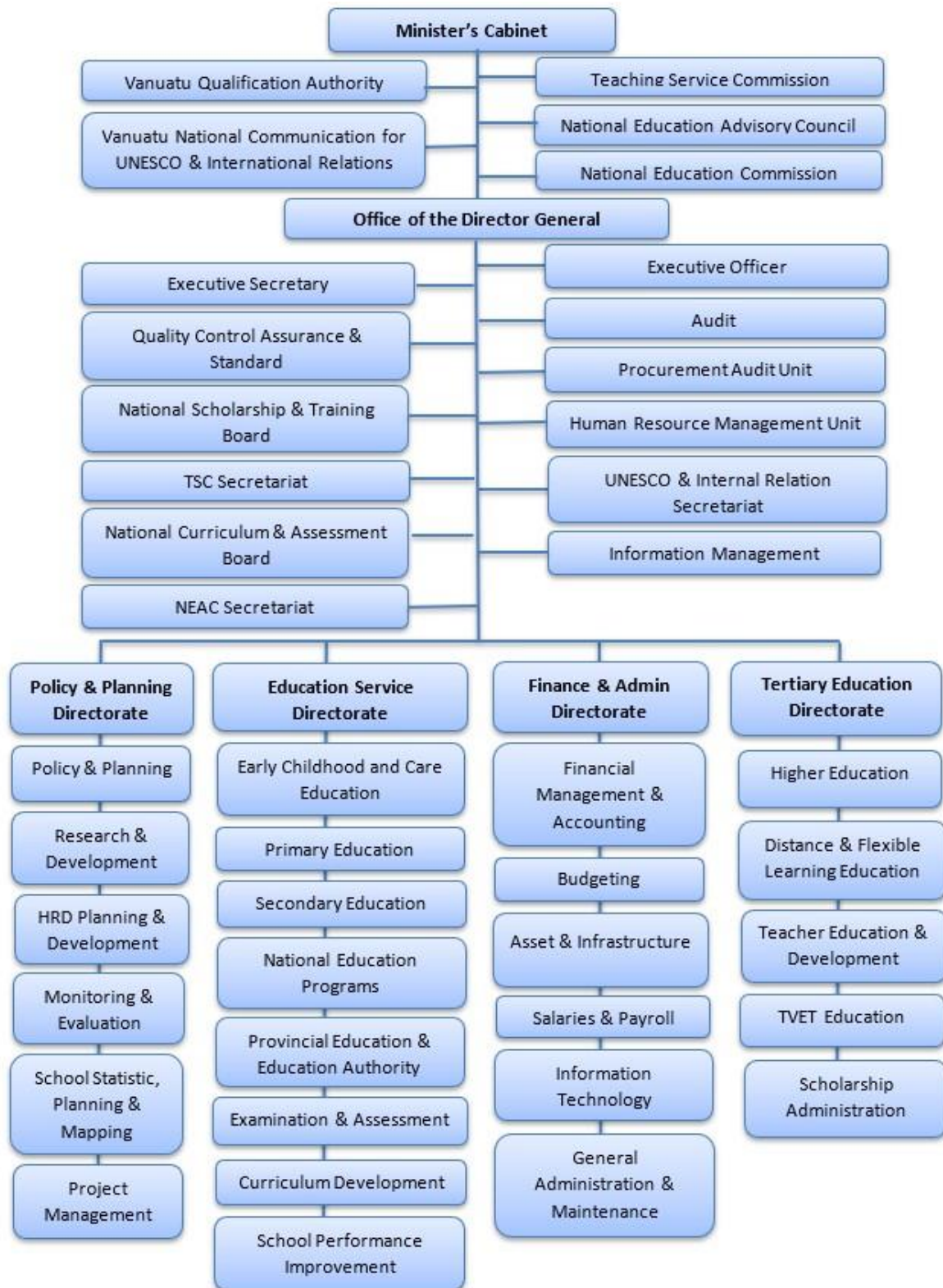
Until 2006, the MoE's organizational structure had 5 Director Positions (Policy & Planning, Primary Education, Secondary Technical & Further Education, Administrative Services, and Vanuatu Institute of Education). In 2007, a review of the MoE organization structure was made and the 5 Director positions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

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

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

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

Figure 1: Amended Organizational Structure of 2014



3. Corporate Overview

Vision

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

Mission

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

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

Values

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

Objectives (Goal or Aims)

The Ministry of Education and Training has three major objectives:

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

4. Key Achievements against the Corporate Plan 2022-2026

Objectives

In implementing its 2022 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: 2022 – 2026. These key achievements are highlighted in table 1.

Table 1: Key Achievements by Corporate Plan Objectives, 2022

Corporate Plan Objectives (Access)	Key Achievements of 2021
<p>Access – To increase equitable access to education for children and young people in Vanuatu</p>	<ul style="list-style-type: none"> • An overall total of 99,409 students enrolled in schools (Govt., Non-Govt. assisted and private ECCE, Primary & Secondary) during the 2022 academic year. • Stimulus package Grant (a total of 28000vt) <ul style="list-style-type: none"> ○ To non-government Primary school – a total of 8 schools ○ To secondary schools – a total of 11 schools • School grants – tranche 1, 2 & 3 paid to schools – Govt. & Non-Govt. Assisted schools: <ul style="list-style-type: none"> ○ 270 ECCE received ECCE school grants which benefit children age 4 & 5- ○ 406 primary schools received primary school grants that benefited children in year level 1-6. ○ 128 secondary schools received secondary school grants and tuition fee subsidy that benefited students in Year level 7 -14. • Donor Funded Grant <ul style="list-style-type: none"> ○ ECCE (3,600vt)- a total of 437 schools receiving the grant ○ DFAT fund for primary(2800vt for 1st term & 14,000vt for 2nd & 3rd Term)- a total of 316 schools who receive the grant • Tuition fee subsidy for 49 non-Gov. Secondary schools <ul style="list-style-type: none"> ○ 14,000vt per head ○ 21,000vt for PSET institution • GPE Support <ul style="list-style-type: none"> ○ GPE has provide support to all ECCE & Primary students to have improved access to appropriate reading books ○ ECCE and primary students with disabilities have improved access to inclusive education support. • DFAT TC Harold Recovery project <ul style="list-style-type: none"> ○ 55% complete • MFAT TC Harold Recovery <ul style="list-style-type: none"> ○ 39% Complete • Normal school Infrastructure Projects <ul style="list-style-type: none"> ○ 81% complete • In implementing its Education Authority and School Registration Policy, the MoET has registered a total of; <ul style="list-style-type: none"> ○ A total of 306 ECCE centers are approved for al provinces ○ 6 new secondary schools are approved to registered ○ 8 schools are approved for provisional registration ○ 12 schools are approved to established
Corporate Plan Objectives (Quality)	Key Achievements of 2021
<p>Quality – Improve the</p>	<ul style="list-style-type: none"> • 851 new scholarship awardees of 2020 – sponsored by Vanuatu Government; VNPF Scholarship Scheme; New Zealand Government; Australian Aid; & France Government

quality of education in Vanuatu	<ul style="list-style-type: none"> • 308 students enrolled at the National University of Vanuatu (179 male & 129 female students) • A total of 153 student are enroll in the School of Education (48 male students and 105 females) • 115 students enrolled in AUF (Agence University de la Francophonie) 43 male and 72 female students • 1,145 students are enrolled in all registered PSET providers with accredited courses.
	<ul style="list-style-type: none"> • GPE Support <ul style="list-style-type: none"> ○ A funding was provided to strengthen Pre-service teacher education service through School of Education (SOE)
	<ul style="list-style-type: none"> • Training of Senior Secondary Teachers on the Year 12 & 13 Syllabus in provinces completed • The Awareness of the Harmonized Minimum Quality Standards has been conducted for all principals <ul style="list-style-type: none"> ○ 100% of principal (Primary & Secondary) has attend leadership training
	<ul style="list-style-type: none"> • Curriculum implementation monitoring tool with the new MQS is developed • Review of year 7 syllabus is complete • Review of year 11 – 13 syllabus is complete • VANSTA Report has been produce for year 4 and 6 students
	<ul style="list-style-type: none"> • Development and implementation of Internal and External Assessments for Years 10, 12, and 13 (excluding Yr. 13 Anglophone) students: <ul style="list-style-type: none"> ○ A total of 1572 male and 1,628 female students sat the National Junior Secondary Schools Examination (Year 10) in 2021 ○ 695 male and 1,004 female students were placed in Year 11 for the 2022 academic calendar ○ 795 male and 1,186 female students sat the Year 12 Examination in 2021 o from the total students who sat the exams, 635 male and 1,047 female students were placed in Year 13 for the 2022 academic calendar
	<ul style="list-style-type: none"> • Produced quarterly (Q1, 2, 3 & 4) progress reports against the 2022 Business Plan of the ministry; annual Development Report is produced.

Corporate Plan Objectives (management)	Key Achievements of 2021
Management – Improve the management of the education system in Vanuatu	<ul style="list-style-type: none"> • 49 schools are audited and reported according to financial management Act • DGs and Directors Performance Agreement submitted to PSC • Approved revised School Financial Management Manual has been revised and approved
	Internal MoET Planning & budgeting brief session is conducted to senior management team and managers on 2023 business plan and timelines
	2021 Statistical digest produced (based on M&E indicators)
	<ul style="list-style-type: none"> • 2021 Annual report produced • Section A of the UIS Questionnaire is completed
	MoET Corporate plan reviewed and updated.

	2023 Business Plan is being finalised and approved on the 16th of December 2023
	Payment completed for Outstanding land rent paid in Torba, Sanma, Shefa and Penama

5. Overall progress of activities against strategic outputs of the Corporate Plan 2022-2026

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 2022. The table beneath sums up the overall progress made against the key out-puts of the MoET Corporate Plan: 2022-2026. The current MoET Corporate Plan has recently approved last year 2022. Therefore, you will notice few of the outputs are still yet to work on. Hopefully more updates will be provided in our next Annual Report (AR)

Table 2: Summary of Progress of Activities against strategy Outputs of the Corporate Plan: 2022-2026

Key Pillar 1: Equitable access to education is improved.							
Strategy output indicator :	Progress in reporting period (Jan – Dec 2022)						Cumulative progress / way forward
1. School grants and fee subsidy is provided to eligible schools.	TYPE OF GRANT	Grant & Tuition Fee Subsidy Rates (VUV)	Number of Schools	Number of Students	Funding		Total (VUV)
					Van-Gov	Donor	
	ECCE Grant	9,000	435	6,193	41,064,273	46,222,827	87,287,100
	Primary Schl Grant	8,900	406	57,705	557,848,480		557,848,480
	Secondary Schl Grant	8,125	128	24,740	224,951,820		224,951,820
	Y7-10 Tuition Fee Subsidy	42,000	129	19,142	813,594,538		813,594,538
	Private Primary Tuition Fee Subsidy	42,000			70,924,000	59,220,000	130,144,000
	Government Y11-13/14 & Non-Government Y7-13 Tuition Fee Subsidy	42,000	33	6,581	196,812,000	104,874,000	301,686,000
	Y12,13 & 14 Examination Fee Subsidy	as per number of subjects	47	3,292		75,360,620	75,360,620
	Secondary School Boarding Fee Subsidy	45,000	72	9,175		412,875,000	412,875,000

	PSET Tuition Fee Subsidy	42,000	76,146,000	76,146,000	
2.	School Financial Manual and Code reviewed and approved	<ul style="list-style-type: none"> Complete and is ready for SFMM training to be roll out to all principals 			Its included in the 2023 BP
3.	VANSTA assessment for students is administered in Open VEMIS.	<ul style="list-style-type: none"> EAU provided training to a total of 166 principals (54 Female and 103 Male) from Tafea (76), Sanma (68) and Torba (22) Provinces. Further training for other provinces and remaining schools in TAFEA to be provided in 2023 			Training to be continue in 2023
4.	VANSTA assessment is enhance to disaggregated results by gender and other specified areas.	<ul style="list-style-type: none"> The VANSTA report is produced every two years Latest report is produced last year 2022. 			<ul style="list-style-type: none"> The next report will be produced in 2025.
5.	Minimum Quality Standards (MQS) is reviewed to cover all levels of education.	<ul style="list-style-type: none"> A refresher or overview of the monitoring tool around the MQS was presented to the coordinators (the practical details of the tools will be done next year 2023) An ongoing Activity were SBM officers finished collecting data using KOBO in Malapoa. Trialling data collection to see what worked and what didn't work well. Looking at how is it going to inform further roll out of data collection in KOBO. Ensuring that they have a solid understanding of what will happen in 2023 After COVID, we could not undertake data collection across all planned areas. 			The activity has been included in the 2023 to be continue
6.	School Maintenance Manual is reviewed	<ul style="list-style-type: none"> More update to be provided in the next AR 			<ul style="list-style-type: none"> To be roll out in 2023 BP
7.	New school plumbing manual is developed.	<ul style="list-style-type: none"> More update to be provided in the next AR 			<ul style="list-style-type: none"> To be roll out in 2023 BP
8.	Asset Master Plan is developed and approved.	<ul style="list-style-type: none"> The Vanuatu Primary School Infrastructure Guideline (VPSIG) was also completed. This guideline provides guidance for the Primary School Infrastructure Reports. The Torba and Sanma Primary School infrastructure reports are guided by the VPSIG. The Architect and Engineer Specialists completed the infrastructure design for Sanma and Torba Primary Schools Planning for TA on the logistics of travel for the presentation of Infrastructure design to the MoET Presentation of the infrastructure designs and planning's for 2023 to MoET. 			To be continue in 2023
9.	Percentage of schools (ECCE & Primary) that implement WASH initiatives.	<ul style="list-style-type: none"> More update to be provided in the next AR 			<ul style="list-style-type: none"> To be included into 2023 BP

<p>10. Percentage of schools (ECCE & Primary) that achieved the WinS 3-star rating.</p>	<ul style="list-style-type: none"> • More update to be provided in the next AR 	<ul style="list-style-type: none"> • More activities to be done in the 2023 BP with updated report.
<p>11. NSIDP plan is reviewed and approved.</p>	<ul style="list-style-type: none"> • Behind schedules • The NSIDP policy is yet to be presented to COM for approval. 	<ul style="list-style-type: none"> • Political will is essential for the activity to be implemented. • Lack of political will at the ministerial level is one of the setback for the activity to be advanced • Political will is needed to advance the activity.
<p>12. Communication strategy is developed and approved.</p>	<ul style="list-style-type: none"> • Still on draft 	<p>To continue in the 2023 BP</p>
<p>13. MoAs/MoUs with EAs, NGOs, and external Governments and agencies are reviewed and approved.</p>	<ul style="list-style-type: none"> • More update to be provided in the next AR 	
<p>14. Joint Partnership Agreement (JPA) reviewed and finalized.</p>	<ul style="list-style-type: none"> • More update to be provided in the next AR 	
<p>15. Education in Emergency Policy is reviewed and approved.</p>	<ul style="list-style-type: none"> • Complete • Although technical support was provided, there were delays in the proposed schedule for review of the policies due to unforeseen circumstances. Policy work has been rolled over into 2023. 	<ul style="list-style-type: none"> • Liaise with the National Programs Unit regarding the new review schedules for the policies. •
<p>16. Disaster data is captured and analysed in OV.</p>	<ul style="list-style-type: none"> • The Disaster Recovery plan has been written (r4) and is currently being reviewed and approved by the government. Meetings were conducted with the OGCI0 to inspect the two data centres in Port Vila and discuss the proposed DR architecture that will include processes to automatically switch over to an alternative data centre in the case of a disaster. Based on this architecture, a quotation was obtained and is currently being processed to purchase new server storage. 	<p>the activity to be continue in 2023</p>

17. Percentage of Certified and qualified teachers in Schools.	<ul style="list-style-type: none"> • More update to be provided in the next AR 	
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Key Pillar 2: Quality Education Delivery is improved.		
Strategy output indicator :	Progress in reporting period (Jan – Dec 2022)	Cumulative progress / way forward
1. National education language policy is reviewed	<ul style="list-style-type: none"> • Target for this activity was not fully achieved, because the language policy guidelines have not yet been finalised by MoET. • Instead, VESP supported CDU to finalise a draft guideline for schools providing an overview of the language of instruction. This document will provide the content for a national advocacy strategy to be rolled out to school communities next year. The guidance will look at what languages students should learn to read and write in. • VESP supported MoET to write interim guidelines to give certainty to schools, and developed a draft prototype. • In 2023, VESP will work with CDU to develop a survey to find out what language's teachers are using to teach children and how children best learn in a multilingual society. 	<ul style="list-style-type: none"> • Activity will be done in accordance with the Prime Minister's instruction regarding the ban of Bislama in schools • Not yet started as awaiting instruction from Prime Minister on the ban of the use of Bislama in schools
2. MoET Policy Guideline reviewed	<ul style="list-style-type: none"> • Complete • The Policy Development Guide has been finalized and launched in Dec of 2022. 	<ul style="list-style-type: none"> • Communication and Dissemination of the reviewed guide will be completed by Mid Q1 (Feb 2023) • A learning session for the guide is scheduled for Q2. (May 2023)
3. Finalized MoET ICT Policy	More update to be provided in the next AR	
4. Finalized National Assessment and Reporting Policy	More update to be provided in the next AR	

5. Review Education Act to include PSET sector	More update to be provided in the next AR	
6. Post-School Education and Training Policy is Reviewed	Behind schedules	<ul style="list-style-type: none"> The Recognition of Prior Learning Policy has been launched so it will help in developing pathways.
7. <i>National Teacher Qualification upgrade policy is developed</i>	On track	<ul style="list-style-type: none"> Assist principals to observe teachers and develop PD activities in schools. Will be reported by schools in school report in 2023
8. <i>National Teacher Development Plan is developed and implemented</i> Number of licensed teachers (pri/sec).	<ul style="list-style-type: none"> A draft of the NTDP has been developed based on discussions with the Working Group last quarter. It has been submitted to the Director Tertiary Education, for consideration and ownership of the Plan which will be moved over to the Teachers' Services Division in 2023. No Working Group meeting was convened during this quarter to review the draft. This will be progressed in 2023. 	To be continue in 2023
9. Teaching service staff manual is developed; and principals and teachers standards reviewed	On track	<ul style="list-style-type: none"> Final Draft endorsed by the Commission Board COM Paper drafted as well

KEY PILLAR 3: Management is improved		
Strategy output indicator :	Progress in reporting period (Jan – Dec 2022)	Cumulative progress / way forward
1. Percentage of schools that submit their financial reports annually (PRI/SEC)	Behind schedules Government network down in November so schools were unable to complete their input into Open VEMIS.	Request all Principals to input all data into Open VEMIS once Open VEMIS is back online and accessible to all Principals.
2. Percentage of Planned Activities and budgeting implemented, and reporting are conducted	More update to be provided in the next AR	

3. MoET structure is reviewed and approved.	Behind schedules	DG had instructed Principal Officer Katipa to meet Director Policy Planning to fast track the review of the Education Act and develop a COM Paper for DG to present it next week Tuesday 21st Feb 2023
4. MoET Monitoring framework finalized and approved	This target was partially achieved, with VESP supporting MoET to develop a consistent planning, monitoring and reporting approach. In 2023, VESP will support MoET to develop an M&E Plan and guidelines for the Ministry, to complete target. In Q4, VESP supported MoET to deliver program logic workshops to MoET and VESP managers and coordinators to finalise their activity plans, indicators and targets ready for implementation and monitoring in 2023.	To be continue in 2023
5. SDG4 monitoring indicators built into OV for tracking	More update to be provided in the next AR	
6. OV report is produced (Statistical Table/Digest)	<p>2022 Statistical table</p> <ul style="list-style-type: none"> ○ behind schedules ○ Due to government network down fall which cause the disrupt the extraction of data in OV <p>2021 Statistical digest produced (based on M&E indicators)</p> <ul style="list-style-type: none"> ○ Complete ○ Two data extraction so we had two data sources that's why verification of data took longer. 	Currently extraction of data in OV has been done, now the team are putting together the data for the 2022 statistical table.
7. School Inspector Guidelines developed	On track	<ul style="list-style-type: none"> ● PSET Curriculum Officer is undertaking the task.
8. Number of schools that implement SIP (Pri/Sec)	Delay of submission of the important reports from schools Principals.	<ul style="list-style-type: none"> ● The Primary and Secondary Coordinator will assist School Principals to complete reports by March 2023. ● Submit Recommendation to TSC for discipline for Late Submission.

<p>9. MoET organizational structure and formal roles and responsibilities approved and fully filled</p>	<ul style="list-style-type: none"> • On track • PSC – PIU advice to review the Education Act before working on the restructuring • Working concurrently on legislation review and restructuring 	<ul style="list-style-type: none"> • Legislation reviews before revising the structure. • Ensure structure is in line with Education Act and other internal policies
<p>10. MoET data are managed and accessed using OV</p>	<p>On going</p>	<ul style="list-style-type: none"> • OV data management is on going • Upgrades are be up to date by the IT Team • OV plan is in the process of review

6. Annual Development Report

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

Table 3: Annual Development Report towards NSDP SOC Pillar 2, for the 2019-2022

NSDP Policy Objectives	Indicator	Target	Baseline	Current Indicator Status			
				2022	2021	2020	2019
2.1 ¹	SOC 2.1.1 Percentage of age 6 in Yr. 1 who attended kindergarten SOC 2.1.2 Survival rates Yrs 1 - 6, 1 – 13	<ul style="list-style-type: none"> ▯ 60% of age 6 in Yr.1 attended kindergarten ▯ 85% survival rate Yr. 1 – 6 ▯ 30% survival rate Yr.1 – 13 	Baseline year: 2015 <ul style="list-style-type: none"> ▯ 41.9% ▯ 79.1% (Yr. 1 – 6) ▯ 20.1% (Yr. 1 – 13) 	2022	2021	2020	2019
				73%	73%	73%	73%
				99%	99%	99%	99%
				23%	23%	23%	23%
2.2	SOC 2.2.1 Percentage of schools demonstrating effective implementation and management of school grants	100% of eligible schools received their grants	Baseline year: 2017 93% (of eligible schools received grants)	2022	2021	2020	2019
				ECCE- 63%	ECCE- 14%	▪ ECCE 66%	▪ ECCE 66%
				Primary- 95%	Primary- 86%	▪ Primary 94%	▪ Primary 94%
				Secondary- 124% ²	Secondary- 81%	▪ Secondary 96%	▪ Secondary 96%
2.3	SOC 2.3.1 Percentage of			2022	2021	2019	2017

¹ There are no analyses on the indicator since 2019, therefore the data remains the same but we will have an update in our next AR.

² The percentage includes both Government and non-government schools which receives grants from Government and NGOs

	students meeting literacy and numeracy standards	<table border="1"> <tr><td>Angl o.</td><td>Yr. 4</td><td>Yr. 6</td></tr> <tr><td>Lit.</td><td>25. 3%</td><td>30. 4%</td></tr> <tr><td>Num</td><td>36. 8%</td><td>43. 3%</td></tr> <tr><td>Fran co.</td><td>Yr. 4</td><td>Yr. 6</td></tr> <tr><td>Lit.</td><td>5.2 %</td><td>18. 9%</td></tr> <tr><td>Num</td><td>37. 3%</td><td>44. 1%</td></tr> </table>	Angl o.	Yr. 4	Yr. 6	Lit.	25. 3%	30. 4%	Num	36. 8%	43. 3%	Fran co.	Yr. 4	Yr. 6	Lit.	5.2 %	18. 9%	Num	37. 3%	44. 1%	<table border="1"> <tr><td>Anglo.</td><td>Yr. 4</td><td>Yr. 6</td></tr> <tr><td>Lit.</td><td>30 %</td><td>35 %</td></tr> <tr><td>Num.</td><td>40 %</td><td>50 %</td></tr> <tr><td>Franc o.</td><td>Yr. 4</td><td>Yr. 6</td></tr> <tr><td>Lit.</td><td>15 %</td><td>25 %</td></tr> </table>	Anglo.	Yr. 4	Yr. 6	Lit.	30 %	35 %	Num.	40 %	50 %	Franc o.	Yr. 4	Yr. 6	Lit.	15 %	25 %	<table border="1"> <tr><td>Angl o.</td><td>Yr. 4</td><td>Yr. 6</td><td>Yr. 8</td></tr> <tr><td>Lit.</td><td>30 %</td><td>43 %</td><td>40 %</td></tr> <tr><td>Num</td><td>49 %</td><td>47 %</td><td>46 %</td></tr> <tr><td>Fran co.</td><td>Yr. 4</td><td>Yr. 6</td><td></td></tr> <tr><td>Lit.</td><td>30 %</td><td>43 %</td><td>40 %</td></tr> <tr><td>Num</td><td>49 %</td><td>47 %</td><td>46 %</td></tr> </table>	Angl o.	Yr. 4	Yr. 6	Yr. 8	Lit.	30 %	43 %	40 %	Num	49 %	47 %	46 %	Fran co.	Yr. 4	Yr. 6		Lit.	30 %	43 %	40 %	Num	49 %	47 %	46 %	<table border="1"> <tr><td>Angl o.</td><td>Yr. 4</td><td>Yr. 6</td><td>Yr. 8</td></tr> <tr><td>Lit.</td><td>30 %</td><td>43 %</td><td>40 %</td></tr> <tr><td>Num</td><td>49 %</td><td>47 %</td><td>46 %</td></tr> <tr><td>Fran co.</td><td>Yr. 4</td><td>Yr. 6</td><td></td></tr> <tr><td>Lit.</td><td>30 %</td><td>43 %</td><td>40 %</td></tr> <tr><td>Num</td><td>49 %</td><td>47 %</td><td>46 %</td></tr> </table>	Angl o.	Yr. 4	Yr. 6	Yr. 8	Lit.	30 %	43 %	40 %	Num	49 %	47 %	46 %	Fran co.	Yr. 4	Yr. 6		Lit.	30 %	43 %	40 %	Num	49 %	47 %	46 %	<table border="1"> <tr><td>An glo.</td><td>Yr. 4</td><td>Yr. 6</td><td>Yr. 8</td></tr> <tr><td>Lit.</td><td>29 %</td><td>40 %</td><td>4 % 6</td></tr> <tr><td>Nu m.</td><td>45 %</td><td>41 %</td><td>4 % 5</td></tr> <tr><td>Fra nco</td><td>Yr. 4</td><td>Yr. 6</td><td></td></tr> <tr><td>Lit.</td><td>26 %</td><td>38 %</td><td>4 % 5</td></tr> <tr><td>Nu m.</td><td>45 %</td><td>41 %</td><td>4 % 5</td></tr> </table>	An glo.	Yr. 4	Yr. 6	Yr. 8	Lit.	29 %	40 %	4 % 6	Nu m.	45 %	41 %	4 % 5	Fra nco	Yr. 4	Yr. 6		Lit.	26 %	38 %	4 % 5	Nu m.	45 %	41 %	4 % 5	<table border="1"> <tr><td>An glo.</td><td>Yr. 4</td><td>Yr. 6</td><td>Yr. 8</td></tr> <tr><td>Lit.</td><td>35 %</td><td>43 %</td><td>N A</td></tr> <tr><td>Nu m</td><td>44 %</td><td>41 %</td><td>N A</td></tr> <tr><td>Fr an co.</td><td>Yr. 4</td><td>Yr. 6</td><td></td></tr> <tr><td>Lit.</td><td>34 %</td><td>30 %</td><td>N A</td></tr> <tr><td>Nu m.</td><td>44 %</td><td>41 %</td><td>N A</td></tr> </table>	An glo.	Yr. 4	Yr. 6	Yr. 8	Lit.	35 %	43 %	N A	Nu m	44 %	41 %	N A	Fr an co.	Yr. 4	Yr. 6		Lit.	34 %	30 %	N A	Nu m.	44 %	41 %	N A
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2.4	SOC 2.4.1 No. of technical and vocational schools that are certified and registered under the Vanuatu Qualifications Authority to operate	80 % (60 technical, vocational and post-schools to be certified and registered)	Baseline year: 2017 36% (27 technical, vocational & post-schools certified and registered)	2022 § 34 PSET providers registered (47% of total PSET providers are currently registered) 61 courses are currently accredited	2021 § 34 PSET providers registered (47% of total PSET providers are currently registered) 61 courses are currently accredited	2020 31 PSET providers registered (44% of total PSET providers are registered) 56 Courses accredited	2019 31 PSET providers registered (44% of total PSET providers are registered) 56 courses accredited																																																																																																																																	

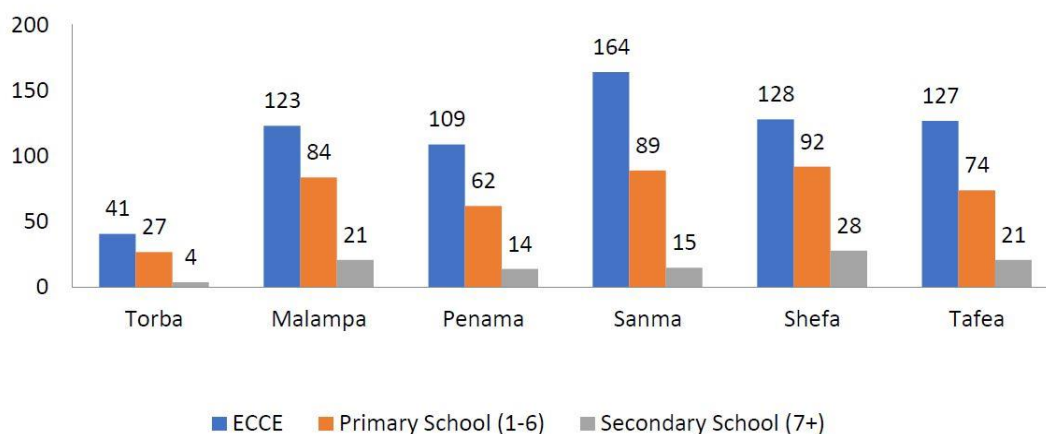
7. Key Education and Training Statistics³

Number of schools by province and level of education 2021

The MoET in 2021 has 1223 schools registered in OPEN VEMIS, of which (692) 57% Preschool, (428) 35% for Primary and (103) 8% for Secondary school. Noting that, Sanma and Shefa provinces have the highest total number of schools in comparison to the remaining provinces in Vanuatu.

Figure 2: showing the number of school by province and level of education

Schools by Province and Level of Education 2021

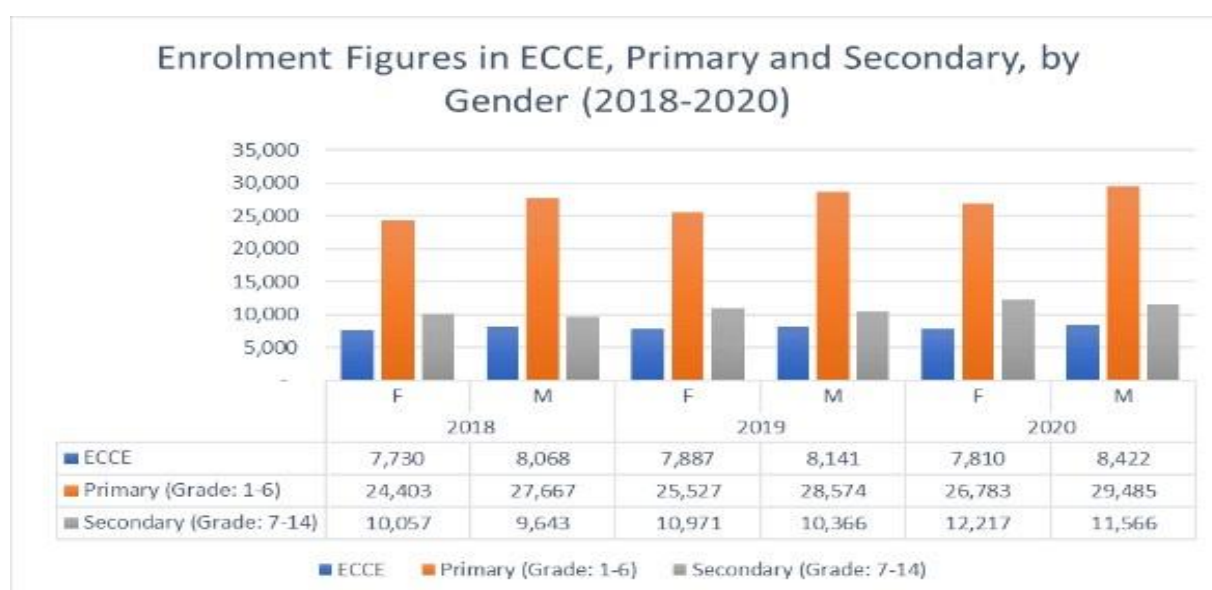


Source: 2021 digest report

Graph showing enrolment figures in ECCE, Primary and Secondary, by sex, from 2018, 2019 to 2020

In 2020, Vanuatu has witnessed a significant increase in enrolment since 2018. An increase of student enrolment of 3% in children attending Early Childhood Education (ECE) schooling, 8% in Primary Education and 21% for Secondary Education since 2018

Figure 3: Showing the enrolment in ECCE, Primary and Secondary



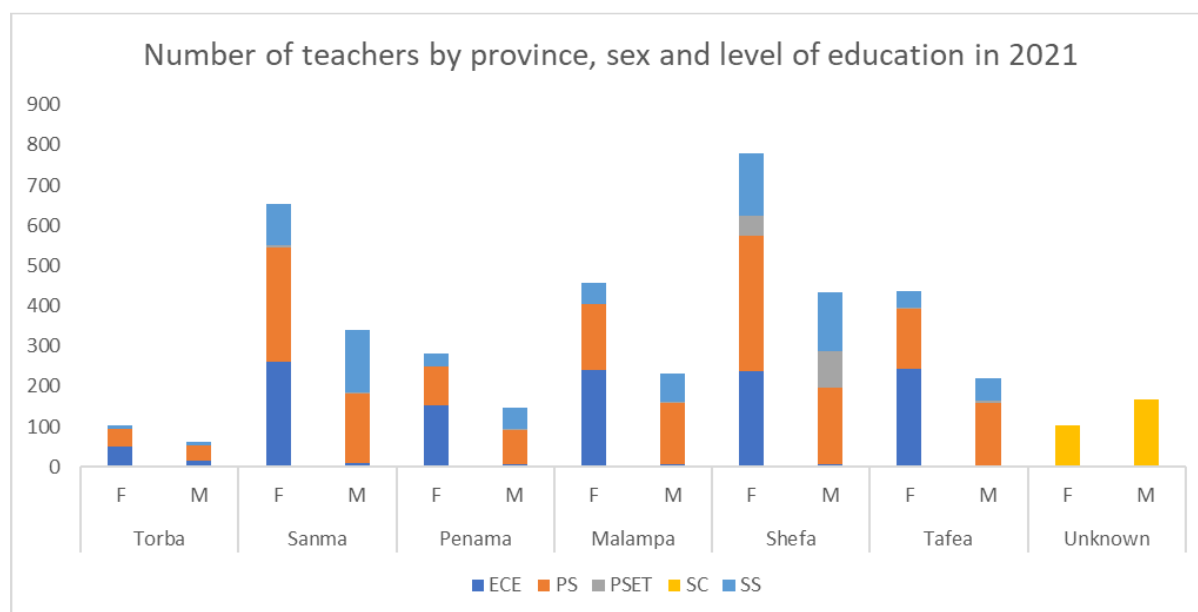
³ All the indicators presented is extracted from the 2021 Digest report which is the latest report produced.

Source: 2021 digest report

Number of teachers, by province, sex and level of education 2021

The total number of teachers in 2021 is 4,418, with 2,814 females and 1,604 males. The distribution in terms of level and gender is similar in all the provinces.

Figure 4: Showing the number of teachers, by province, sex, and level of education



Source: 2021 digest report

GER for ECCE, by sex and province - 2018, 2019, 2020 SDG target

Vanuatu overall Gross Enrolment Ratio (GER) declined by 1% reaching 97% in 2020 compared to 2018 (98%) across all provinces. Observing the decrease of the GER within the provinces, a significant drop in Torba of 30% occurred reaching 94% in 2020 as compared to 2018 (124%). As well as, a minor decrease of less than 10% was recorded in Sanma, and Tafea. On the other hand, a slight increase occurred in 2020 within a range of 10% in Malampa, Penama and Shefa provinces.

Table 4: GER for ECCE, by sex and province

Province	School Type	2018			2019			2020		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Torba	ECCE	133%	115%	124%	116%	111%	114%	90%	97%	94%
Sanma	ECCE	116%	105%	110%	114%	100%	107%	102%	100%	101%
Penama	ECCE	92%	94%	93%	97%	89%	93%	95%	93%	94%
Malampa	ECCE	95%	95%	95%	104%	95%	99%	98%	94%	96%
Shefa	ECCE	89%	92%	91%	93%	92%	92%	98%	97%	98%
Tafea	ECCE	96%	98%	97%	91%	88%	89%	96%	97%	96%
GER Overall	ECCE	99%	98%	98%	100%	94%	97%	98%	96%	97%

Source: 2021 digest report

[GER for primary education, by sex and province - 2018, 2019, 2020](#)

Gross Enrolment Ratio (GER) for primary education at national level had minor increases for females and for females is calculated as around 124% from 2018 to 2020. The trends in GER differ across the provinces with respect to sizes of change and the direction.

Table 5: GER for primary education, by sex and province

Province	Malampa		Penama		Sanma		Shefa		Tafea		Torba		Overall	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
GER - 2018	125%	131%	126%	126%	126%	127%	104%	108%	130%	144%	118%	114%	119%	124%
GER - 2019	124%	132%	105%	104%	133%	135%	108%	112%	135%	145%	119%	111%	120%	124%
GER - 2020	121%	127%	110%	109%	131%	130%	114%	118%	132%	139%	116%	106%	121%	124%

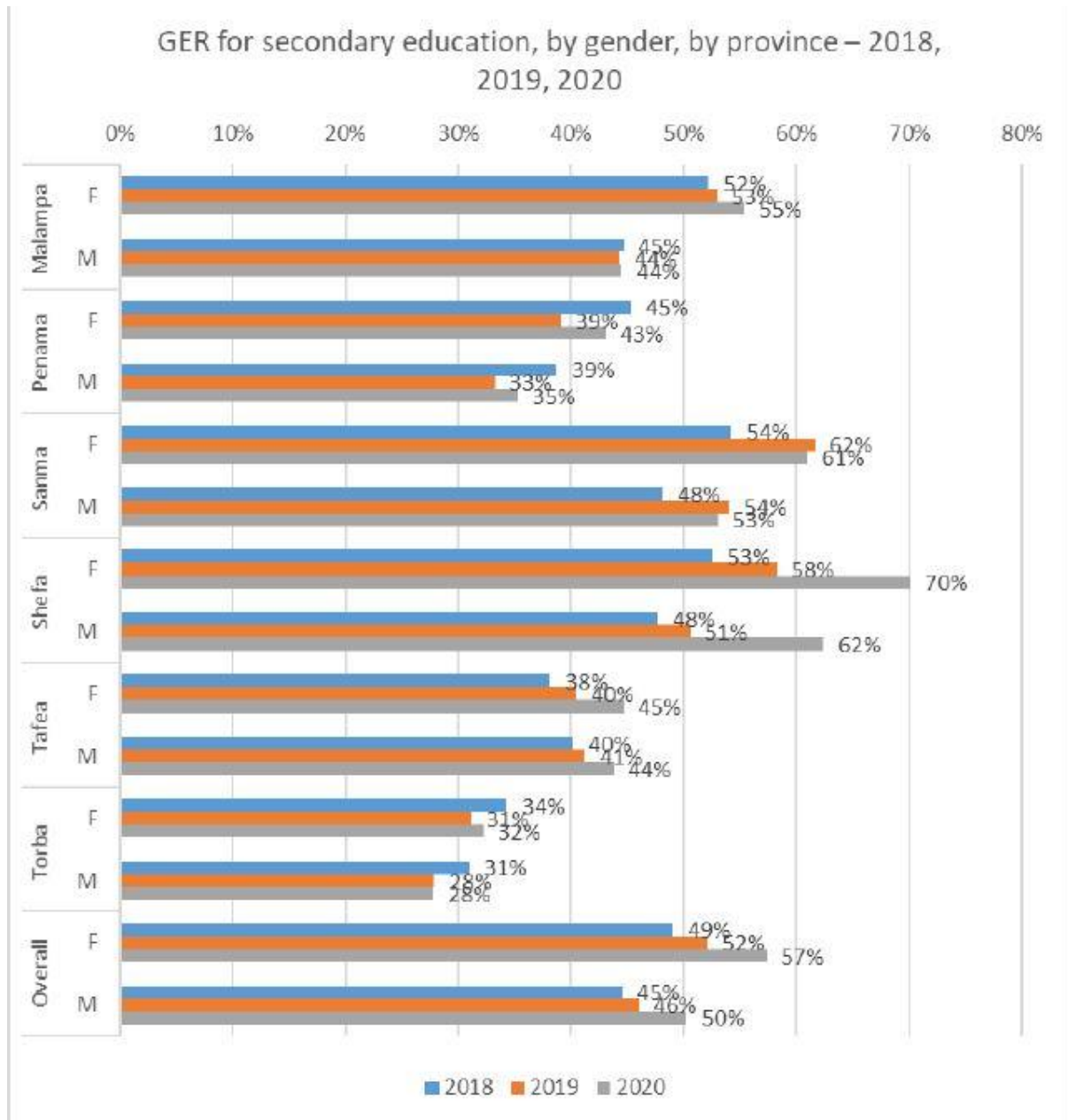
GER: The total number of children (boys and girls) enrolled in school, divided by the children 6 to 11 in the population, by province 2018, 2019, 2020

Source: 2021 digest report

[GER for secondary education, by sex and province - 2018, 2019, 2020](#)

Gross Enrolment Ratio (GER) for secondary education at country level had a steady increase from 2018 to 2020 for both genders. The trends in GER differ across the provinces and genders with respect to sizes of change and the direction.

Figure 5: GER for Secondary education, by sex and province



Source: 2021 digest report

NER for ECCE, by sex and province – 2018, 2019, 2020

During the last three years, the overall Net Enrolment Ratio (NER) recorded a slow level of increase by 2% to reach 66% in 2020 in comparison to 2018 (64%). Most provinces increased between 2% to 5% despite two provinces, Sanma and Torba both witnessed a general decrease in NER; Sanma had a minor decrease of 1% and Torba dropped by 24% representing NER of 62% in 2020 compared to 2018.

Table 6: NER for ECCE, by sex and province – 2018, 2019, 2020

Province	School Type	2018			2019			2020		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Torba	ECCE	92%	82%	87%	73%	67%	70%	61%	63%	62%
Sanma	ECCE	69%	68%	68%	77%	68%	73%	69%	66%	68%
Penama	ECCE	58%	61%	60%	65%	56%	60%	66%	64%	65%
Malampa	ECCE	67%	69%	68%	76%	70%	73%	72%	72%	72%
Shefa	ECCE	60%	63%	61%	66%	65%	65%	64%	65%	65%
Tafea	ECCE	60%	61%	60%	63%	60%	62%	63%	66%	65%
NER Overall	ECCE	64%	65%	64%	69%	65%	68%	66%	66%	66%

The calculations are based on Population figures provided by Vanuatu's National Statistics Office

Source: 2021 digest report

NER for primary education, by sex and province – 2018, 2019, 2020

Net enrolment ratio (NER) for primary education at country level had a steady increase for both females and males. However, trends within NER differ across provinces with respect to the size of changes in NERs and the direction of the trend.

Table 7: NER for primary education, by sex and province – 2018, 2019, 2020

Enrollment figures and population figures of children aged between 6 and 11 and NERs														
	Torba		Sanma		Penama		Malampa		Shefa		Tafea		Overall	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Enrollment figures - 2018	738	713	3999	4395	2490	2666	3032	3337	5401	5948	3115	3831	18775	20890
Population figures - 2018	860	881	4124	4569	2583	2858	3108	3340	6295	6745	3455	3873	20425	22267
NER - 2018	86%	81%	97%	96%	96%	93%	98%	100%	86%	88%	90%	99%	92%	94%
Enrollment figures - 2019	826	750	4483	4908	2140	2302	3163	3469	5795	6354	3350	3947	19757	21730
Population figures - 2019	898	903	4329	4762	2704	2984	3229	3397	6580	7008	3553	3926	21293	22980
NER - 2019	92%	83%	104%	103%	79%	77%	98%	102%	88%	91%	94%	101%	93%	95%
Enrollment figures - 2020	806	766	4615	4973	2330	2554	3284	3538	6467	7003	3655	4119	21157	22953
Population figures - 2020	906	938	4501	4914	2760	3036	3361	3531	6838	7273	3739	4105	22106	23797
NER - 2020	89%	82%	103%	101%	84%	84%	98%	100%	95%	96%	98%	100%	96%	96%

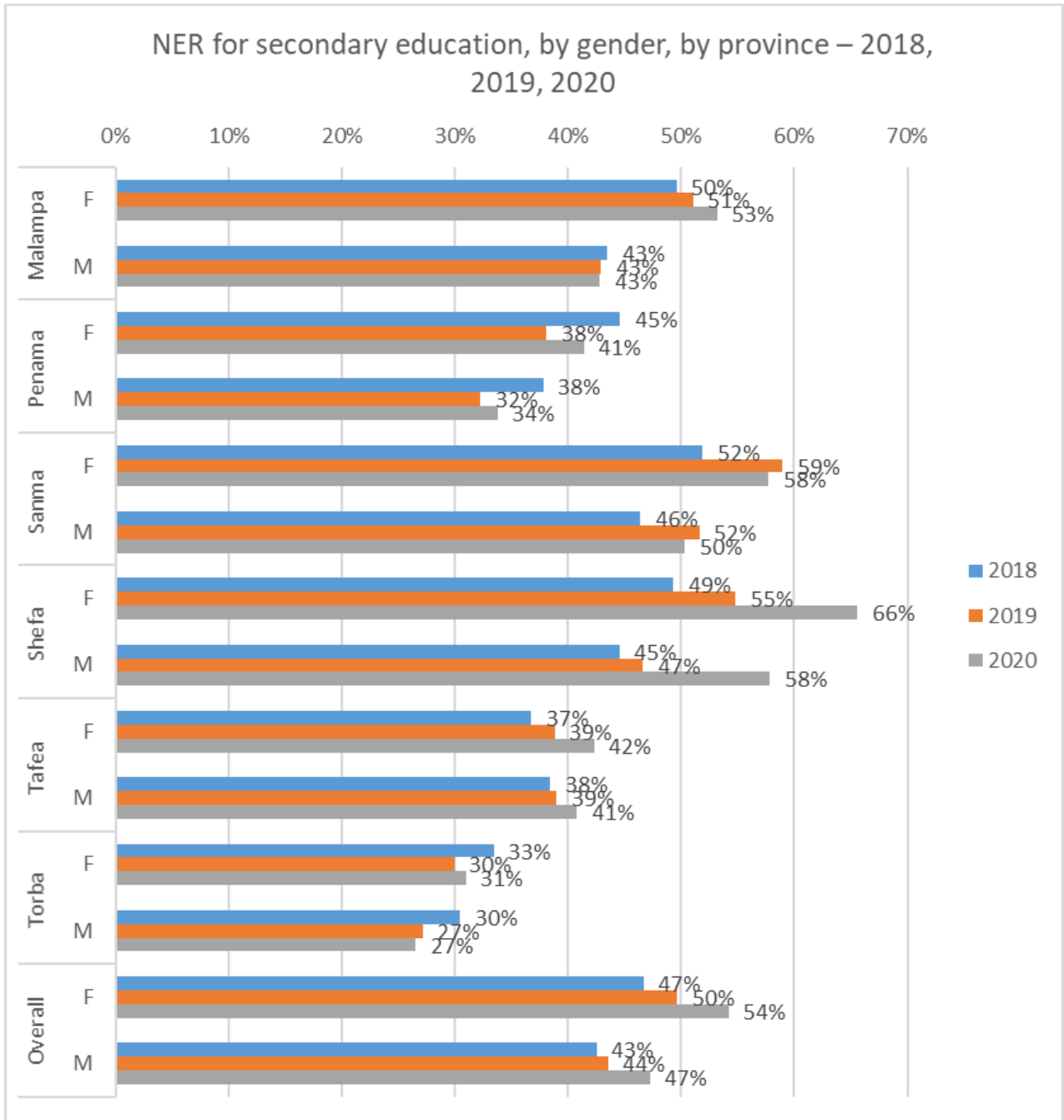
The total number of children (boys and girls) aged 6 to 11 enrolled in school, divided by the children 6 to 11 in the population, by province, by year level. 2018, 2019, 2020

Source: 2021 digest report

[NER for secondary education, by sex and province – 2018, 2019, 2020](#)

Net enrolment ratio (NER) for secondary education at the country level had a steady increase from 2018 to 2020 for both genders. However, trends within NER differ across provinces with respect to the size of changes in NERs and the direction of the trend.

Figure 6: NER for secondary education, by sex and province – 2018, 2019, 2020

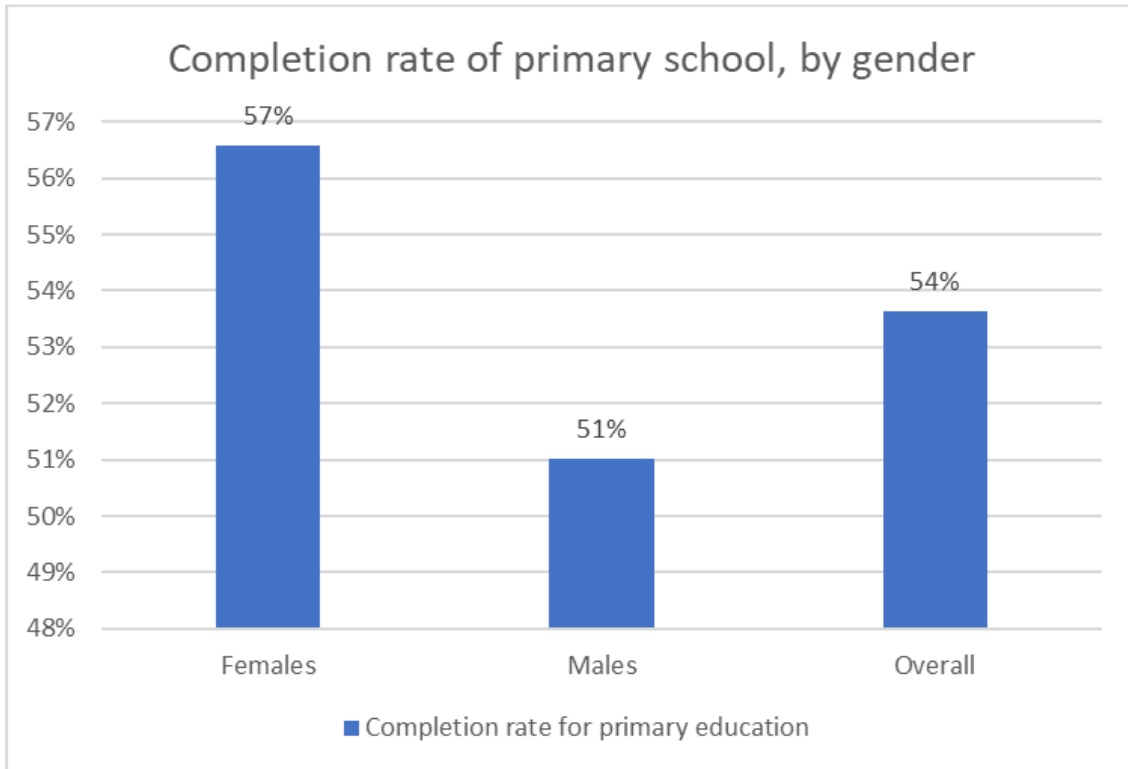


Source: 2021 digest report

Completion rate for Primary education, by sex

Completion rate for primary education is calculated based on the size of the cohort in 2017, who were enrolled in at least 3 or higher class that they would be expected to be enrolled in 6th grade in 2020 and 7th in 2021 (see table - x).

Figure 7: showing the Completion rate for Primary education, by sex

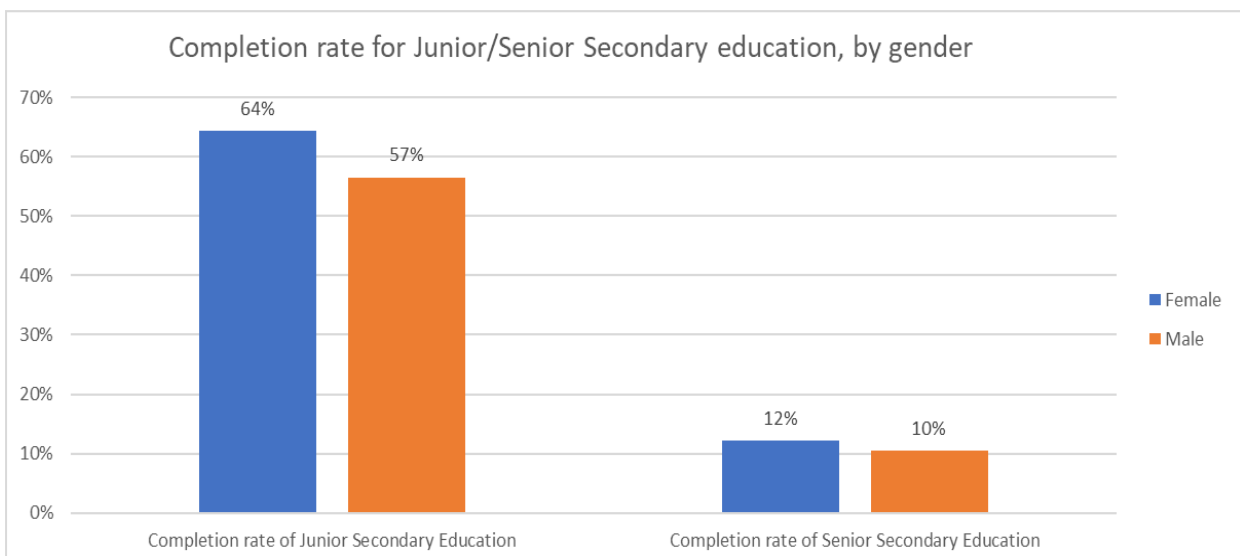


Source: 2021 digest report

Completion rate for Junior/Senior Secondary education, by sex

Completion rate for Junior and Senior Secondary education both decreased from 2020 to 2019

Figure 8: Completion rate for Junior/Senior Secondary education, by sex



7. Human Resource Management

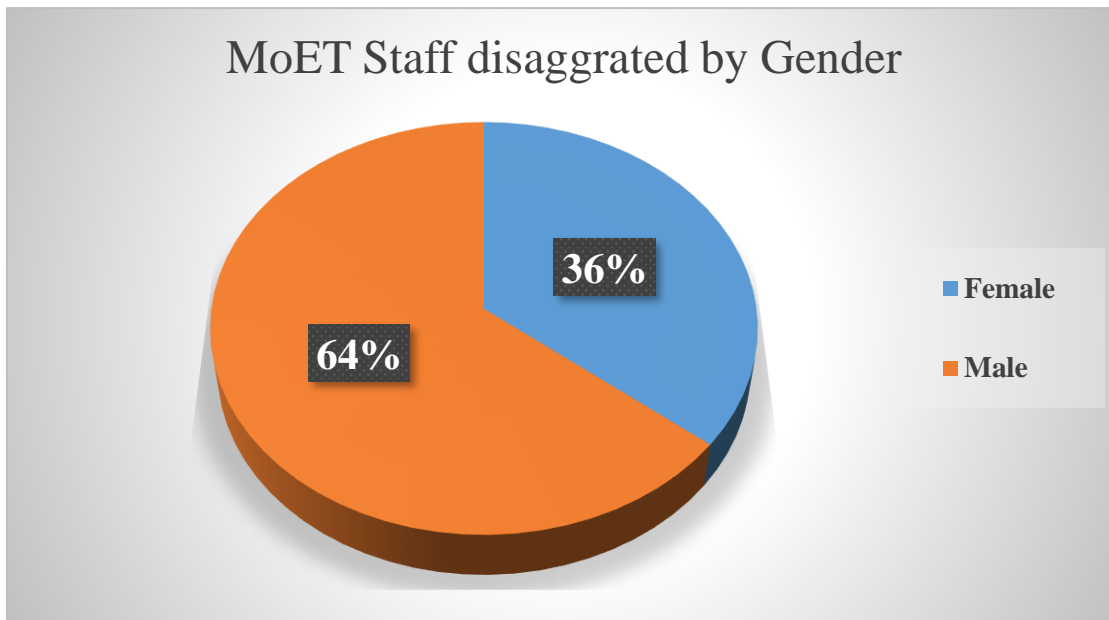
The data on the following table are abstracted from the smart stream based on the last pay period of 2022; pay period 2226 indicate the number of MoET staff by employment status disaggregated by gender and language group.

Table 8: MoET staff by employment status, 2022

Employment status	Number of Staff	Gender (F & M)		Language group (FR/ENG)	
		F	M	FR	ENG
Official Salaries Act Appointment (OSA)	24	2	22	8	16
Project Staff	10	2	8	3	7
Public Service Commission employees (PSC)	166	69	97	44	122
Public Service Commission Contracted	7	1	6	1	6
TOTAL	207	74	133	56	151

MoET Workforce, 2021

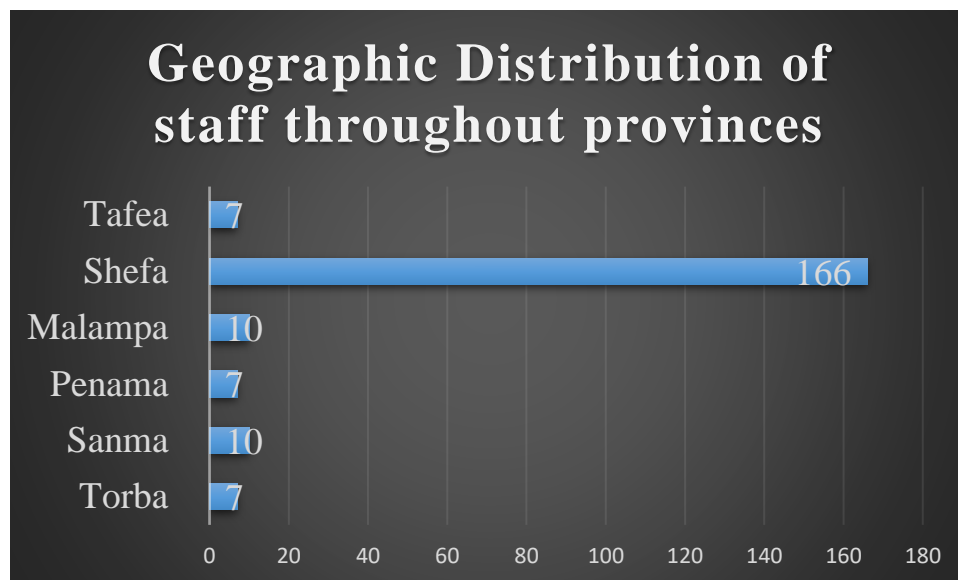
This chart shows that majority of the officers are Male which they represent 64% compare to female staff who only represents 36%.



Geographic Distribution of officers throughout provinces

The Ministry of Education and Training employed a total number of 207 officers which includes official salaries act appointment (OSA) of staff, project staff, PSC contracted and permanent staff. This graph (fig.2) illustrates the distribution of officers throughout the six provinces. Statistics shows that majority of officers are located in the province of Shefa.

Figure 9: graph showing the distribution of officers through Provinces



Cessation of Employment in the period: Retirements, Redundancies & Terminations

In 2022, there are seven (7) officers who have their employment ceased. Six of them resigned voluntarily from their post and one has her contract terminated by the public service commission. There are no officers who are terminated or redundant by the PSC.

Compliance Report (Discipline Cases)

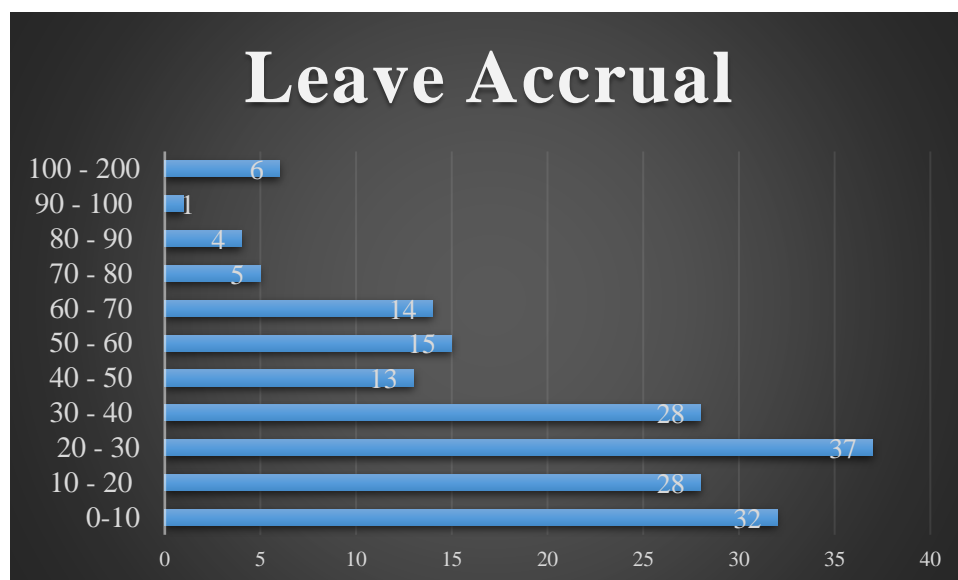
Table 9: showing the compliance report by staff

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

Leave Accrual Analysis

The leave report is for permanent and contracted staff under the Ministry of Education and Training. This chart below shows that most of the officers have their annual leave accrued fall between [0 - 40]. Less than the majority of staff have high accrued leave and this may be explained by the advice from the PSC in 2021 to payout staff outstanding leave above 30.

Figure 10: graph showing the leave accrual analysis



Staffs on full & Part time study

Table 10: Scholarships (area of study, subject & level disaggregated by gender and language group);

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

University of New Caledonia	Agriculture – PHD	Projet FALAH	F	French
University of New Caledonia	Agriculture – PHD	Projet FALAH	F	French
University of the South Pacific	Bachelor of Commerce	Professional Accounting	F	English
University of the South Pacific	Bachelor of Commerce	Management & Public Administration and International Business and Marketing	F	English
University of the South Pacific	Post Grad in Public Administration	Post Grad in Public Administration	F	English

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

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

Delivery Agency	Description of Training
VIPAM	Induction of New appointed staff Overview on the PSC Act, Public Service Staff Manual. Terms and conditions of employment, brief on the PSC procedures.

Analysis of initiatives undertaken to improve equity and inclusivity.

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

8. Education and Training Sector Financial Statement⁴

9. Other Issues

Portfolio legislation

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

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

Other related acts include:

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

Statutory Authority and Non-statutory Bodies

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

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

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

⁴ Data not provided

International Agreements or Commitments

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

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

Complaints Mechanism

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

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

10.Contact Officer

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