



GOVERNMENT
OF
THE
REPUBLIC
OF
VANUATU



MINISTRY OF EDUCATION AND TRAINING

CORPORATE PLAN 2022 - 2026

DECEMBER, 2021
MINISTRY OF EDUCATION AND TRAINING
Compiled and Produced by the Policy and Planning Unit

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1. Message from the Hon Minister and the Director General for the Ministry of Education and Training

We are delighted to introduce the corporate plan of the Ministry of Education and Training for the period 2022 - 2026.

This Corporate Plan reflects a change of attitudes, structures, policies, and resource allocations that are closely aligned with the Government of Vanuatu's overall policy framework.

The Ministry of Education and Training is committed to deliver and improve on these three key objectives, which are to;

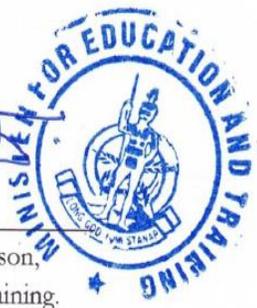
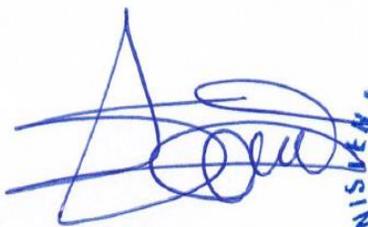
- Improve the quality of education
- Increase equitable access to education for all people at all levels of education in Vanuatu; and
- Improve planning, fiscal and financial management

The corporate plan will guide the Ministry of Education and Training to achieve end results that are outlined in the MoET corporate planning logic (pp. 6-8). The corporate plan also has an inbuilt results framework (Monitoring Framework) to measure progress against the VETSS outcome and strategies.

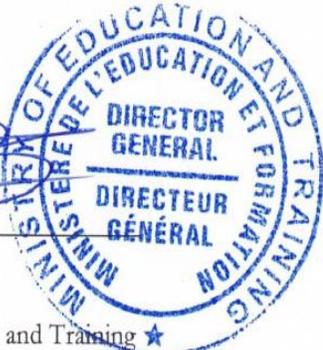
Over the next planning period, the Ministry of Education and Training will review the degree of success that has been achieved, and will modify its strategies to ensure supposed changes are realized.

The Ministry of Education and Training is confident and is committed to implement this corporate to the best of its ability. We would like to remind all managers and officers to continue to work as a team to deliver these results.

We thank you all for your collaboration.



The Honourable Samsen Samson,
Minister of Education and Training.



Iati Bergmans
Director General
Ministry of Education and Training

2. The Corporate Vision, Mission Statement, Goals and Values

Vision

A caring education system which provides every young person with the 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

To provide student-centered education that is accessible, relevant, sustainable, responsive, and of good quality, that guarantees every young person:

- Pre-school to basic education (year 10).¹
- Expanded opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to actively engaged and participate;
- A well-managed and accountable education system²

Goals

The Ministry of Education and Training has three major objectives:

1. To increase equitable access opportunities for all children to attend schools,
2. To improve quality education delivery,
3. To improve management.

Values

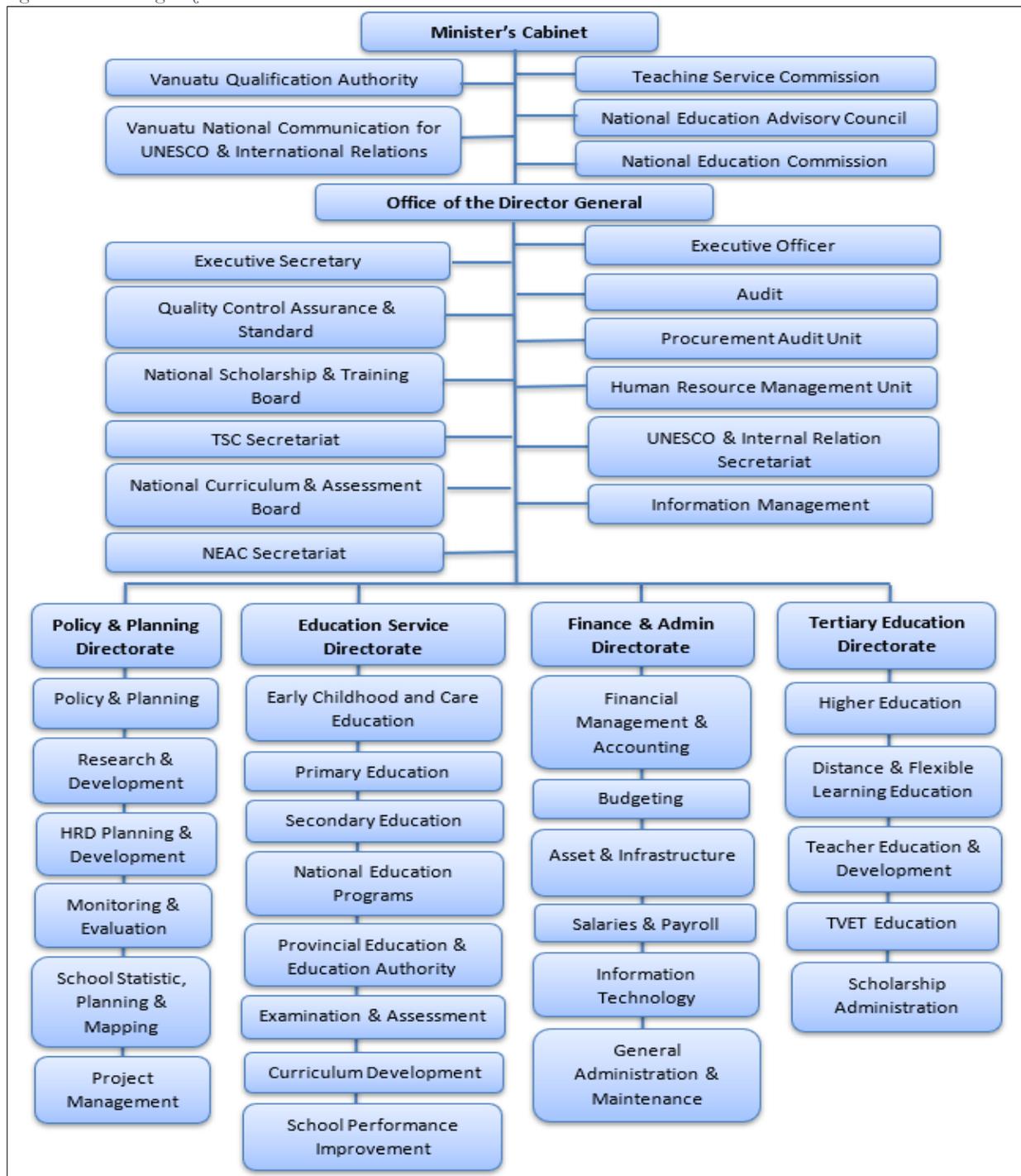
- Students and schools' first ,
- Transparency, fairness, equity, and respect,
- Professionalism and accountability, focused on results,
- Grounded in the best of Ni-Vanuatu culture and open to the knowledge of the world,
- A team/ family approach.

¹ This includes literacy, numeracy, life skills, livelihood skills, respect for history and culture and respect for human rights

² Focuses on building the human resource of Vanuatu, improving learning, living, working opportunities and enabling young people to contribute to the productive sectors in both rural and urban areas

4. Organizational Structure (2014)

Figure 1: MoET Organizational Structure.³



³ The above reconstructed organizational structure is based on the approved 2014 MoET structure and does not reflect recent function re-alignments.

5. Functions of the Ministry

5.1. Policy

The Vanuatu Education and Training Sector Strategy (VETSS) 2021 – 2030, sets out the strategic direction for the Ministry of Education and Training. The VETSS has been aligned to the National Sustainable Development Plan 2016 – 2030 (the peoples plan) and the SDG 4.

5.2. Regulation

The Ministry of Education and Training is regulated by the Education Act No. 9 of 2014 and the Education Regulation (Amendment) Order No. 107 of 2019. The Act and the Order were reinforced by various sub-policies that strive to ensure smoother implementation of the Education Act and the delivery of its functions.

5.3. Service to the public

The Ministry is responsible of providing educational learning and training services to children and the adult population of Vanuatu at large.

5.4. Governance

The Ministry of Education and Training is responsible of monitoring the following entities;

- The National University of Vanuatu (NUV),
- The Teaching Service Commission (TSC),
- The Vanuatu qualification Authority (VQA),
- The Vanuatu National Communication for UNESCO and international relations,
- The National Education Advisory Council (NEAC)

5.5. Corporate services

The corporate services of the Ministry consist of the following;

- The National Scholarship and Training Board,
- The National Curriculum and Assessment Board,
- The internal Audit unit,
- The procurement unit
- The Human Resource Management Unit,
- Information management,
- Quality control and Standards,
- UNESCO and Internal Relation Secretariat,
- Policy and Planning Directorate &
- The Finance and Administration Directorate.

6. Environmental Scan

This environmental scan is undertaken to identify internal strengths and weaknesses, as well as the external opportunities and threats. The exercise enables managers to develop strategies that build and enhance **Strengths**, resolve and reduce **Weaknesses**, exploit and expand **Opportunities**, and avoid or prevent **Threats**.

INTERNAL <i>Operational efficiencies / Capability / Resources / Structure / Man power / Finances</i>	EXTERNAL <i>New Regulations / Market Trends / Customer adaptation / Competitors changes</i>
Strengths (build, enhance)	
<ul style="list-style-type: none"> ➤ Unique system of education in the region (<i>language diversity & proximity of schools to communities</i>), ➤ Education and training delivery structures in place (<i>school of education, School Improvement Unit, Teaching Service Commission, Education Services Directorate, Tertiary Education Directorate</i>), ➤ Descent policies in place and receptive to reforms, ➤ Qualified and experience man power available (need right people in the right place), ➤ Harmonized curriculum. ➤ Certified school standard building designs. ➤ Locally built and managed education management information system (Open VEMIS). ➤ School finances is recorded on Open VEMIS. ➤ School Land data is on Open VEMIS. 	<ul style="list-style-type: none"> ➤ Well setup ICT infrastructures (<i>intranet, MoET website, OpenVEMIS, MoET Facebook page available</i>), ➤ Significant recurrent budget share from the government (<i>16% in 2020</i>), ➤ School Grants program honoured by the Government, ➤ Good networking and participation in the inter-ministerial working groups (<i>e.g. WASH in schools, Education in emergency etc.</i>) ➤ Significant scholarship funds & programs (<i>provided by the govt.</i>) ➤ Significant direct donor financing through the government system.
Weaknesses (resolve, reduce)	
<ul style="list-style-type: none"> ➤ Education not compulsory (<i>contributes to low enrolment and dropout</i>), ➤ Dual education system is costly, ➤ System inefficiency (<i>student dropouts, repetition, low rate of student achievements etc.</i>) ➤ Devolution is slow (<i>limited capacity to take on new powers and under resourced provincial education hubs</i>) ➤ Performance management practices are weak (<i>jeopardizing transparency and accountability</i>) ➤ Imprecise and sometimes duplication of functions (<i>due to unaligned legislations, policies and organizational structure, for better coordination and management</i>). ➤ Substandard school infrastructure and buildings constructed before 1980 reached the end of their useful life. ➤ Untrained teachers, trainers and managers. 	<ul style="list-style-type: none"> ➤ Appliance of Education Act (<i>ad-hoc breaches of the Act and non-compliance</i>), ➤ Non-compliance or adherence of stakeholders to execute sub-sector policies (<i>Authority and school registration policy etc.</i>), ➤ Declining motivation (<i>teachers and staff</i>), ➤ Several legislated governance bodies not established and not functional, ➤ Partially regulated in-service training programs for teachers.
Opportunities (exploit, expand)	
<ul style="list-style-type: none"> ➤ Recognition of local culture and Christian values, ➤ Partnership support (<i>Local Education Group & Steering committees</i>), ➤ Political will, ➤ Bi/multi-lingual society. ➤ Home School Package/ Online learning resources 	<ul style="list-style-type: none"> ➤ Community and education authorities support, ➤ Communication and ICT network upgrade (<i>submarine cable, integration of information systems</i>), ➤ Significant proportion of budget share to MoET ➤ Infrastructure development projects support, ➤ Continuous donor support.
Threats (avoid, prevent)	
<ul style="list-style-type: none"> ➤ Division of opinions on a particular system or program, ➤ Lack of consulting with stakeholders on new programs / approaches (<i>development partners, school communities, schools</i>), ➤ Volume of donor support <i>versus</i> capacity to manage & spend within the government system, 	<ul style="list-style-type: none"> ➤ Health related issues (<i>including the COVID 19 pandemic</i>), ➤ Rapid population growth (<i>adds pressure to services</i>), ➤ Economic issues and exclusion, ➤ Unstable mobile network and coverage, for communication ➤ Misconduct and social disorder issues, ➤ Community disputes (<i>over land or school management matters</i>),

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<ul style="list-style-type: none">➤ Frail coordination from central agencies (<i>MFEM, PSC, DSPPAC, and other emergency agencies</i>)➤ Mismanagement.➤ Political interference / instability,➤ Burn out officers through work overload (<i>cause by inadequate staffing or staff turn-over</i>).	<ul style="list-style-type: none">➤ Vulnerable to climate change and natural disaster,➤ Change of status to the Developing Country status, may affect its capacity of attracting donor funding.
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7. Strategic Directions

7.1. Government of Vanuatu: Strategic Direction and Goals

The National Sustainable Development Plan (NSDP) has 15 Goals that prioritise the policy framework for the Government. Education is covered in *Pillar 1 – Society, Goal 2: Quality Education – An inclusive, equitable and quality education system with life-long learning for all*. Its policy objectives are:



SOC. 2.1.

Ensure every child, regardless of gender, location, education needs or circumstances has access to the education system.



SOC. 2.2.

Build trust in the education system through improved performance management systems, teacher training, and reliable delivery of quality services.



SOC. 2.3.

Formalize early childhood care and education and life-long learning opportunities within the education system.



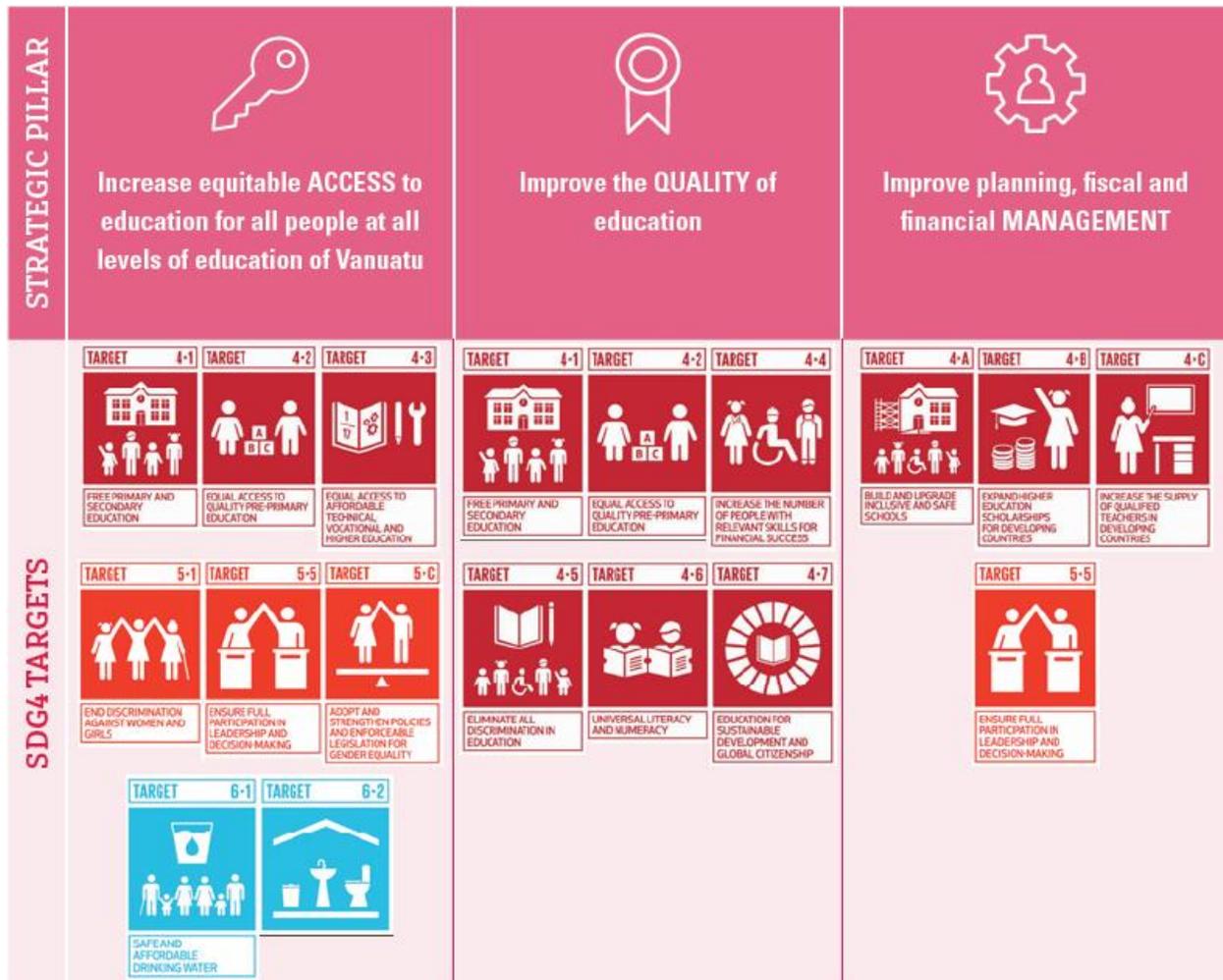
SOC. 2.4.

Increase higher education opportunities, including technical and vocational training and skills.

7.2. Ministry of Education and Training Strategic Pillars

The Ministry continues to maintain three broad result areas to design and develop strategic interventions and to assess key results. The three broad areas include - access, quality and management. These were introduced during the design of the Vanuatu Education Road Map (WERM) in 2009 and carried forward into the Interim VETSS (2017-18), and the Corporate Plan (2018-20). The result areas are embedded throughout all policy development and management processes within the education sector.

The result areas remain a central theme of the VETSS 2019-30 Strategic Goals. They provide a focus for all actions, energies and effort by the Ministry, our community, key government stakeholders, and development partners. The strategic pillars are:



7.3.Strategies

The MoET commenced its planning process in 2018 with the completion of an Education and Training Sector Analysis (ETSA). The ETSA process enabled the MoET to review all relevant sectors in the education and training sector and to present important data and information to inform strategic decisions going forward. In effect, the ETSA laid the foundation for the review and revision of existing policies and informed the structure and content of the current Vanuatu Education and Training Sector Strategy (VETSS).

Following the completion of the ETSA process, the Policy and Planning Directorate (PPD) within the MoET commenced a series of consultations with directorates to develop the overall planning structure and the linkages between various planning tools and documents.

The PPD requested the support of the Australian Government funded and Department of Foreign Affairs and Trade (DFAT) funded Vanuatu Education Support Program (VESP) to provide technical support and advice on the overall planning process.

The first step in the process was to review the ETSA and identify initial strategies that could be used to address the issues. The table below summarises the initial findings and analysis.

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Table 1: Summary of issues identified and proposed policies and strategies based on the findings of the Education and Training Sector Analysis ETSA

Key Pillar	Key Issues Identified in ETSA	Policy and Strategies
Access and Equity	Lack of parental support towards education of children	Provision of Fee Subsidy to schools (ECCE – Senior secondary)
	Insufficient learning spaces (overcrowding) in urban and semi-urban areas	School based infrastructure planned and implemented based on identified needs and priorities.
	Limited inclusive education	Promote and mainstream Inclusive Education
	Limited WASH facilities in schools	Promote and mainstream HPS in schools
	Out of school children and children not enrolling at the right age of schooling	Strengthen partnerships and communications with communities
		Improve efficiency by reducing the number of Out of School children, and children studying at an incorrect age level
	Susceptible to Climate Change and Natural Disasters	Manage the implementation of the National School Infrastructure Development Plan (NSIDP) School based infrastructure planned and implemented based on identified needs and priorities
	Lower education outcomes, with achievement distributed inequitably.	Access to quality education for all pupils, as demonstrated by strong Learning Outcomes, is achieved in an equitable manner, with explicit monitoring of distinct groups, disaggregated to ensure all pupils are able to access quality education
Quality	Lack of clear planning and communication mechanisms towards the implementation of the National Education Language policy	Review and refine relevant MoET policy and strategy documents (incl. National Education Language policy)
	Untrained Teacher and under-qualified teachers.	Review and refine relevant MoET policy and strategy documents (incl. Teacher Development policy)
	Dual education system (English/French)	Support curriculum reform and harmonization of assessment practices.
	Fragmentation of PSET sector governance	Strengthen Post School Education Training (PSET) sector
Management	Varying management, administration, and implementation of educational policies.	Strengthen centralized planning, budgeting, research, and reporting
	Inadequate management of assets.	Strengthen centralized planning, budgeting, research, and reporting
	Less alignment in Planning and Budgeting, Financing, and Reporting.	Strengthen centralized planning, budgeting, research, and reporting
	Inefficient data to inform in planning and decision making.	Strengthen Management Information System
	Less functional structure to deliver quality services to the school	Continued engagement and planning of the devolution of MoET functions
	Frail leadership and creativity at the school level.	Strengthen centralized planning, budgeting, research, and reporting (incl. school improvement planning)

7.4. Program Design

Following the initial education sector analysis exercise, a series of workshops and planning sessions were held with directorates to explain the planning process and to seek input into the structure and the design of the VETSS. The outcome of the various planning workshops reached a consensus to use this design for the VETSS.

Figure 2: VETSS Program Structure



In 2021 the office of the Vanuatu Public Service Commission (PSC) rolled out its planning and reporting guides for all line-ministries use, in an approach to standardize line ministries planning and reporting processes. One of the common terminologies used in the corporate plan and Business plan guide to structure planning is the use of “Programs”.

In the process of adapting and aligning the MoET plans to the PSC planning guide, an extra layer is created in program design for the MoET corporate Plan. This is to ensure that the corporate plan is compatible with the PSC corporate plan and the subsequent Business planning requirements. The newly introduced layer is originally used in VETSS program design as the “activity area” – we simply reformulate it to become a program for this cause.

Figure 3: Corporate Plan Structure



The MoET corporate Plans establish the most meaningful areas of effort for delivery of outcomes expected by the Government and the community. The Plan specify what are the most important work-related strategies and activities that are to be undertaken. Additionally, MoET will use the Corporate Plans to ensure adequate funding is secured to deliver the outputs or service targets that were identified in the MoET Business Plan.

Table 2: Corporate Plan Design

<i>Key Pillar 1 – Equitable Access to education is improved</i>		
<i>Outcome 1 - Increased and equitable access opportunities for children to attend schools</i>		
Strategy	Program ⁴	Key Activity
1. Maintain and utilize Fee Subsidy to schools (ECCE – Senior Secondary) by revising School Financial Management Manual and Code and disbursing grants according to work plan	1. <i>School Financial Management Manual are updated</i>	1. Revise the School Financial Management Manual to include new administrative functions
	2. <i>Grants are disbursed according to work plan</i>	2. Provide support and training to improve capacity and performance
	3. <i>School Grant Code updated</i>	3. Grants disbursed each year and reported upon
		4. Revise the school grant formula to be equity-based
		5. Disbursement of grants
		6. Provide support and training to improve capacity and performance

⁴ The initial terminology use in the VETSS design for the column is “program area”. The terminology is deliberately changed to “Program” in this corporate planning exercise, is to ensure for alignment to the terminologies used in the corporate plan guide and the business plan guide. Note that the descriptions of the programs there-under has been altered briefly and formulated to sound like a program.

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<p>2 Provide and monitor access to quality education to all pupils, as demonstrated by strong Learning Outcomes, in an equitable manner, with explicit monitoring of distinct groups (including, but not limited to, women and girls, boys and men, those impacted by poverty, pupils with special educational needs, gifted and talented pupils, pupils in outlying areas, out of school pupils, and persons living with disabilities), disaggregated to ensure all pupils are able to access quality education</p>	<p>4. <i>Equitable access to quality education is monitored</i></p>	<p>7 Quality data collected on all relevant groups (including, but not limited to, women and girls, boys and men, those impacted by poverty, pupils with special educational needs, gifted and talented pupils, pupils in outlying areas, out of school pupils, and persons living with disabilities) and collated within EMIS, including data on Attainment and Progress ensuring equity is taken into consideration, drawing on disaggregated data on access, attainment, and progress, as gathered</p>
		<p>8 Learning and Teaching is informed by assessment data, explicitly attainment and progress of all pupil groups, with a particular focus on externally validated data, to ensure constant improvement of pupil learning, and the efficiency of the education system</p>
		<p>9 Representative sample based external benchmarking to be introduced to ensure that all pupil groups are making strong attainment and progress, with quality data informing interventions and pedagogy</p>
		<p>10 Ensure all of teachers are making demonstrable use of assessment data in planning learning and teaching activities, catering the specific needs of individual students and groups.</p>
<p><i>Outcome 2 - School infrastructure and associated assets meet relevant standards to support student access</i></p>		
<p>3. Plan and implement quality school based infrastructure based on identified needs and priorities by reviewing, updating and implementing school MQS, School Plumbing and Maintenance Manual, and Asset Master Plan</p>	<p>5. <i>School MQS reviewed and updated</i></p>	<p>11. Finalize, distribute and implement Minimum Infrastructure Standards for all levels of education</p>
		<p>12. Build infrastructure facilities for schools, including facilities for arts, science labs, and library</p>
		<p>13. Support internet connectivity to all schools</p>
	<p>6. <i>School Maintenance Manual reviewed and updated</i></p>	<p>14. Revise the School Maintenance Manual to include new infrastructure requirements</p>
		<p>15. Distribution of School Maintenance Manual to all schools</p>
		<p>16. Provide support and training to improve capacity of Provincial Maintenance Officers and School Principals in implementing the School Maintenance Manual</p>
		<p>17. Provincial Maintenance Officers to monitor progress on Minimum Quality Standard (MQS) 9</p>
	<p>7. <i>Asset master plan developed and approved</i></p>	<p>18. Develop ECCE, Primary, Secondary and PSET Asset Master Plan</p>
		<p>19. MoET Central and Provincial Asset Registry are updated on Smart Stream</p>

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		20. Delivery of School Land Management for registered government and government assisted schools
		21. Maintain updated data of school surveys (based on school asset & facilities surveys)
		22. Maintain updated data of ECCE, Primary, Secondary and PSET buildings survey
	8. <i>School Plumbing Maintenance Manual reviewed and updated</i>	23. Revise the School Plumbing Maintenance Manual to include sustainable plumbing requirements
		24. Distribution of School Plumbing Maintenance Manual to all schools
		25. Provide support and training to improve capacity of Provincial Maintenance Officers and School Principals in implementing the School Plumbing Maintenance Manual
4. Promote and mainstream Inclusive Education so that all children have equitable access to school	9. <i>Children have equitable access to schools</i>	26. Inclusive Education Policy reviewed and implemented
5. Promote and mainstream HPS in schools, so children have equitable access to HPS activities and equitable access to quality WASH facilities in schools	10. <i>Children have equitable access to HPS and WASH in Schools (WinS) facilities</i>	27. Scale up WinS national framework (develop and implement WinS policy, standard, guidelines, curriculum)
		28. Implement WASH initiatives at the provincial and school levels
		29. Improve WASH facilities in schools
6. Manage the implementation of the National School Infrastructure Development Plan (NSIDP) for existing schools and identify new schools in need	11. <i>Existing schools are rationalized and areas of need for new schools are justified</i>	30. Develop and implement the NSIDP Policy framework
		31. Finalize and implement the National School Infrastructure Development Plan
<i>Outcome 3 - Enhanced community engagement to support schools' access and disaster mitigation</i>		
7. Strengthen partnerships and communications between schools and communities, with the view of improving learning and access	12. <i>Strengthen community engagement</i>	32. Finalize and implement communication strategy (inclusive of communication before/during/after disaster)
		33. Protocols for use of emails and social media including Facebook and Websites; and Processes for Right to Information are established and implemented
		34. Review and establish agreements (MOAs) / MOUs with EAs, NGOs, line ministries, external Governments and agencies; and monitor operations of Education Authorities
		35. Increase collaboration with Office of the Government Chief Information Officer (OGCIO) and Telecommunication Radio Broadcasting Regulator (TRBR)

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		36. Increase collaboration with development partners, both bilateral and multilateral to support Ministry strategic plan through a Joint Partnership Agreement; and open new dialogue with non-traditional donor partners
		37. Raise awareness in schools and provinces of relevant policies
8. Strengthen DRRM to face climate change and natural disasters	13. <i>Strengthen Disaster Risk Reduction and Management (DRRM)</i>	38. Review and implement Education in Emergency Policy
		39. Implement the Ministry Contingency Plan through Strengthening coordination amongst Ministry of Education and other line ministries and stakeholders to be better prepared to respond effectively to disasters
		40. Increase Ministry leadership of Education and Training cluster activities, including strengthening the Education Cluster
		41. Improve data collection and analysis to support disaster responsiveness, and coordinate with NDMO to access DRR funds for selected facilities as evacuation centres (for structural and non-structural improvement)
9. Reduce the number of out-of-school children	14. <i>Reduction in the number of the out of School Children</i>	42. Data on Out of School Children monitored closely, with effective mitigation strategies adopted to rapidly ensure all children have equitable access to quality education
		43. Provision of training and support to schools and teaching staff to ensure appropriate support of children re-entering the education system
10. Eliminate grade repetition	15. <i>Elimination of Grade Repetition</i>	44. Awareness campaign to ensure all teachers are aware that grade repetition is to be eliminated
		45. Monitoring of grade repetition to ensure compliance
		46. Provision of training to ensure appropriate teaching and learning strategies support pupils with diverse learning needs (including, but not limited to, differentiation informed by assessment data)
<i>Key Pillar 2 – Quality education delivery is improved</i>		
<i>Outcome 4 - Enhanced MoET Policy Framework applied</i>		
11. Review and implement National Education Language Policy with the view of improving teaching and learning in schools	16. <i>Review and implement National Education Language Policy by 2030</i>	47. Review the existing Vanuatu National Language Policy and implement the new Vanuatu National Education Language Policy
		48. Development and implementation of a bilingual/plurilingual education policy and system
12. Develop MoET Policy Guidelines to harmonize and unify future policy development	17. <i>Policy development guideline is developed and implemented</i>	49. Finalize and implement Policy Development Guidelines
		50. Review and develop action plans for all existing policies

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		51. Raising awareness in schools and provinces of relevant policies
13. Review and implement IT Policy to improve teaching and learning in schools	18. <i>IT Policy is updated and implemented by 2030</i>	52. Review IT Policies
		53. Increase use of ICT in schools through multiple actors, and manage establishment of computer labs in schools where possible
		54. Increase community participation in Computer Lab and Information Centre and monitor the use of CLICC and others
		55. ICT support and infrastructure coordination provided from the MoET central level to provincial and school levels
		56. Develop Minimum ICT Standard for MoET (central, provincial & schools)
		57. Consult and liaise with OGCIO, TRBR, Telecommunications/Internet Providers and Donor Partners on options to connect all schools to the internet (better access of OV)
<i>Outcome 5 - Improved learning outcomes across all year groups</i>		
14. Support quality curriculum reform and harmonization of assessment practices to achieve uniform curriculum in government and government-assisted schools	19. <i>Assessment practices are harmonized</i>	58. Review and implement the National Assessment and Reporting Policy
		59. Implement relevant assessment mechanisms (PacSIM, ATLAS, etc.)
		60. Use Open VEMIS to improve and strengthen the management of examination and assessment database and improve reporting of assessment back to school and parents
		61. Harness VANSTA, PILNA, ARTTLe in primary schools - National Examinations
	20. <i>Schools use the relevant national curriculum</i>	62. Development and implementation of the reviewed national primary and secondary school curriculum; Provision of relevant and appropriate National Curriculum to all schools
		63. Development of key curriculum reform indicators
15. Improve enrolment and quality in tertiary education by developing and implementing the Vanuatu National University Act	21. <i>Vanuatu National University Act is developed and implemented</i>	64. Revise current Education Act to include PSET Sector
		65. Develop and enact legislation for higher education including national university and other institutions
		66. Establish a commission for Higher Education and develop a Higher Education Structure
		67. Regulate non-formal and informal training and develop mechanisms to recognize the non-formal sub-sector
		68. Regulate the payment of grants to PSET providers and other institutions
16. Strengthen enrolment and quality of Post School Education Training (PSET) sector by	22. <i>Post-School Education and Training Policy is updated and implemented</i>	69. Review PSET Policy
		70. Develop Provincial Skills Centres (PSCs) in remaining provinces (Shefa and Penama)

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reviewing and implementing PSET Policy	71. Ensure all PSCs are adequately funded with suitable infrastructure and facilities
	72. Diversify opportunities for Open Distance Learning and other school-based skill training and develop and deliver bridging programs to facilitate pathways to PSET
	73. Implement the Language, Literacy and Numeracy (LLN) strategy (November 2018)
	74. Ensure scholarships meet NSDP priorities and National Human Resource Development (NHRD) plan
	75. Strengthen recognition of prior learning and develop training pathways for Higher Education including: (i) the development and implementation of a Policy for Partial Scholarship (PPS) and (ii) increase collaborations with other training institutions to offer more tertiary opportunities
	76. Encourage scholarship access for teachers willing to be upskilled in Inclusive Education

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

17. Improve teachers' and school leaders' skills to support achievement of learning outcomes, by developing and implementing (1) National Teacher Quality Framework, (2) National Teacher Development Policy, (3) Teacher Registration and Licensing Policy and (4) Teaching Service Staff Manual Standards	23. <i>National Teacher Qualification upgrade policy is developed and implemented</i>	77. Develop and implement the National Teacher <i>Qualification policy</i>
	24. <i>National Teacher Development Plan is developed and implemented by 2030</i>	78. Professional development for teachers
	25. <i>Teacher registration and licensing policy is developed and implemented</i>	79. Provide support and monitoring for effective teaching practices
		80. Develop, finalize and implement the National Teacher Development Plan (NTDP)
		81. Develop and implement Bachelor in ECCE/ Primary and Secondary education (VITE)
		82. Creation and maintenance of a register of all teachers
		83. Establishing standards for issuance of licenses
		84. Cancellation of licenses through under-performances and code of conduct breaches
		85. Setting standards for professional performance and ethical conduct
		26. <i>Teaching Service Staff Manual is implemented</i>
		87. Strengthen alignment between Teaching Service Commission (TSC) and PSC structures
		88. Implement teachers code of conduct/ethics
		89. Establish teachers/trainers/lecturers succession plan with clear costing (TSC)

Key Pillar 3 – Management is improved

Outcome 7 - MoET strategic management processes implemented at the central and school level

18. Strengthen centralized planning, budgeting, and reporting to improve MoET's efficiency and	27. <i>Planning, Budgeting, Financing, and Reporting processes are strengthened</i>	90. Annual Plan budget and reporting cycle is implemented at central, provincial and school level
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effectiveness in using its resources		<p>91. Policies are considered in the planning and budgeting processes in order to be properly resourced</p> <p>92. Managers actively participate in the planning and budgeting processes</p> <p>93. Review and implement the M&E Results Framework</p> <p>94. Carry out regular monitoring and periodic assessment of plans/policies</p> <p>95. Conduct capacity building on planning, budgeting and reporting at provincial level</p>
19. Implement MoET Research Policy Guidelines	28. <i>MoET Research Policy Guideline is developed and implemented by 2030</i>	<p>96. Develop a Research Policy guideline for MoET</p> <p>97. Allocate Academic Research scholarships for Masters and PHD</p> <p>98. Conduct tracer studies for graduates to ensure efficient and responsive PSET provision and a coherent labour market training strategy</p> <p>99. Conduct an expenditure review of the education sector (ECCE up to PSET) and implement recommendations from Expenditure Review</p> <p>100. Research and develop the financial model for the PSET sector based on the findings of the research on costs of PSET sector</p>
20. Develop and implement School Inspector Guidelines and strengthen SIP Practice	<p>29. <i>School Improvement Unit Policy is developed and implemented</i></p> <p>30. <i>School Inspector Guideline is developed and implemented</i></p>	<p>101. Finalise and implement School Improvement Unit Policy</p> <p>102. Support schools to develop and implement their SIPs</p> <p>103. Review, finalize and implement schools' MQS and use findings to improve quality through school improvement planning processes</p> <p>104. Implement ECCE Policy and Minimum Quality Service Standards to monitor and improve quality of pre-school education</p> <p>105. Implementation and timely reporting of school improvement plans, with accountability of School Council, into OV</p> <p>106. Strengthening & monitoring School Improvement Plan (SIP)</p> <p>107. Use Open VEMIS in school planning</p> <p>108. Develop and implement School Inspector Guideline</p>
<i>Outcome 8 -System of devolution applied</i>		
21. Plan and deliver the devolution of MoET functions to improve service delivery to schools	31. <i>MoET organizational structure and roles and responsibilities are updated and aligned</i>	<p>109. MoET structure reviewed and implementation of devolution</p> <p>110. Strengthen the compliance of policy through devolution strategy</p> <p>111. Develop and implement a Ministry Quality Management System</p>

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		112. Establish school support centres in other provinces and develop a policy for school support centres; ensure appropriate budgetary and other logistical support for devolution activities in all sectors
		113. Strengthen alignment between Teaching Service Commission (TSC) and PSC structures; and undertake periodic assessment of Ministry organizational structure
		114. Devolve relevant functions to the provinces; and review and strengthen existing Provincial Education Boards in each province
		115. Formalize recruitment through PSC processes
		116. Develop and implement continuous professional development and capacity building with MoET
		117. Establish Ministry staff (PSC) and teachers/trainers/lecturers/other staff succession plan with clear costing (PSC / TSC)
		118. Enhance collaboration between PSET providers and industries to inform of courses needed to meet the National Human Resource Development Plan
<i>Outcome 9 - MoET aligned to international and national strategies</i>		
22. Align MoET to SDG4 through the National Sustainable Development Plan	32. MoET Plans aligned to SDG 4	119. Review SDG commitments and associated targets
		120. Ensure policies and strategies are aligned to SDG requirements
		121. Reporting systems prepared to report against SDG 4 targets
	33. National Sustainable Development Plan (Pillar 2) is reported on	122. Review of NSDP and alignment of MoET to key Pillar targets
		123. Reporting systems aligned and NSDP targets included
<i>Outcome 10 - MoET using data and information to guide management and resource decisions</i>		
23. Strengthen Management Information System by using Open VEMIS to inform management and resource decisions	34. OPEN VEMIS data becomes the management tool for MoET	124. Introduce use of Open VEMIS as part of the Management and Leadership course program at VITE
		125. Provide guides, materials, tools to support use of Open VEMIS, and provide ongoing training support
		126. Ensure all school principals and administrators are trained to use Open VEMIS as the exclusive tool to manage school data
		127. Improve MoET's archive storage systems; and respective units rationalizing and reviewing hard copy files to avoid duplication of what is already in OV and Ministry Website

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| 128.Public Service Commission (PSC) integrated with Open VEMIS; integrate and link other sectoral data management tools / systems (e.g. Civil registry, Pac-SIM, ATLAS, Scholarship & VQA systems, etc.) with Open VEMIS |
| 129.Develop specific offline version of Open VEMIS modules to increase and encourage use of Open VEMIS |
| 130.Further development, improvement and upgrade of relevant Open VEMIS modules which impact on payment of school grants, and keep accurate and up-to-date scholarships / PSET data in order to be transparent and accessible for monitoring and decision making |

8. Human Resource

8.1. Analysis of Current Organisational Structure;

Divisional units under MoET have commenced structural review based on the needs and plans of each division.

8.2. Organisation's OPSC approved staffing structures;

The MoET functions and responsibilities are still carried out under the approved 2014 structure (refer to diagram, figure 1, pg. 5).

8.3. Restructure rationale (if applicable) in next 5 years;

No information provided.

8.4. Retirement Plan

Next lot of retirements will be in 2025. Six staff will be retiring in 2025 and position will be filled by formal recruitment process.

#	Name	Position Title	Division/Unit	Start Date	Date of Birth	Retirement Date	Successor
1	Susie Naul	Receptionist	Finance & Admin	18/04/2006	22-Dec-65	2025	Advertise
2	Ignacio Vertoni	Driver/Grounds man	Education Services/CDU	13/12/2012	11-Jun-65	2025	Advertise
3	Brigitte Roland	Primary Education Officer	Education Services	01/04/1996	11-Oct-65	2025	Advertise
4	Hambert Toa	Basic Coordinator Officer	Education Services	06/11/2017	28-Sep-65	2025	Advertise
5	Frederick Tamata	Curriculum Coordinator	Education Services/CDU	18/12/2011	09-Oct-65	2025	Advertise
6	Dominique Reveag	Boat Driver - Torba	Education Services/Torba	25/06/2017	07-Jul-64	2025	Advertise

8.5. Succession Plan;

Information yet to be provided.

8.6. Training Plan.

The training plan indicates that 28 staff will be undertaking training in 2021 from various units within the MoET. Refer to table on annex 10.3 for detail information.

9. Budget

9.1. Current year budget

9.1.1. Summary of Operating & Payroll budget by department (2021).

Table 3: Summary of Operating & Payroll budget by department

Dept. Code	Dep. Description/ Name	Operation Budget by Dept.(VUV)	Proportion of operation budget by Dept.	Payroll budget by Dept. (VUV)	Proportion of payroll budget by Dept.
510	Cabinet Support	9,928,562	0.29%	63,853,573	1.09%
530	Education Services Directorate	1,702,450,176	49.96%	5,221,301,999	88.91%
540	Director General	10,002,587	0.29%	43,505,616	0.74%
550	Education commissions & Councils	101,561,370	2.98%	34,011,870	0.58%
820	Finance and Administration Directorate	189,288,399	5.55%	61,724,944	1.05%
830	Policy & Planning Directorate	8,306,706	0.24%	33,794,088	0.58%
880	Tertiary Education Directorate	1,386,323,467	40.68%	414,217,084	7.05%
Grand Total		3,407,861,267	100%	5,872,409,174	100%

SMARTSTREAM – Finance unit 2021

9.1.2. Summary of current year operation budget, by departments.

Table 4: MoET Cabinet Operating Budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
51	Total Annual Operation budget, MoET Cabinet	9,928,562	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan

Table 5: Summary of Education Services Directorate Operational budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
53	Education Service Directorate		
53AA	Office of the Director of Education Services	1,240,352	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AB	Education Service Unit	1,292,747	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AC	Curriculum Development Unit	20,035,695	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan

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53AD	Examination & Assessment Unit	32,507,883	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AE	School Improvement Unit	1,943,857	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AF	National Early Childhood Education Unit	2,286,210	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AG	Primary Education Unit	1,369,950	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AH	Secondary Education Unit	1,486,851	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AI	TVET in Schools Unit	971,620	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AJ	National Education Programs Unit	1,482,841	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CA	Torba Provincial Education Board	4,003,970	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CB	Sanma Provincial Education Office	6,452,348	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CC	Penama Provincial Education Office	5,764,881	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CD	Malampa Provincial Education Office	6,404,817	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CE	Shefa Provincial Education Office	5,852,669	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CF	Tafea Provincial Education Office	5,622,698	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53DA	Early Childhood Care & Education Grant	27,389,250	GRANTS
53DB	Kindergarten Teachers	3,006,277	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53EC	Primary Schools Grant	540,113,229	GRANTS
53ED	Primary Teachers Incidentals	6,195,021	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53FC	Secondary School Grant	197,430,846	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53FD	Secondary Teachers Incidentals	3,064,255	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53FE	Secondary Schools Tuition Fee	826,531,909	GRANTS
53	Total Operational Budget, Education Service Directorate	1,702,450,176	

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Table 6: Summary of Director General Directorate operation budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
54	Director General Directorate		
54AA	Office of the Director General	4,880,940	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AB	Internal Audit Unit	2,570,748	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AC	Quality Assurance & Standard Unit	158,770	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AD	Educational Bodies Coordination Unit	442,743	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AE	Communication Unit	381,512	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AF	Procurement Unit	864,165	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AG	Human Resource Management Unit	703,709	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54	Total Annual Operation Budget, Director General Directorate	10,002,587	

Table 7: Summary of Education Commissions and Councils operation budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
55	Education Commissions and Councils		
55AA	Teaching Service Commission	9,524,263	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
55CA	Vanuatu Qualification Authority	92,037,107	GRANT
55	Total Annual Operation Budget, Education Commissions and Councils	101,561,370	

Table 8: Summary of Finance & Administration Directorate operation budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
82	Finance & Administration Directorate		
82AA	Office of Director Finance & Administration	1,130,633	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan

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82AB	Finance Unit	2,074,127	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82AC	Administration & Asset Management Unit	2,799,122	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82AD	Information and Communication Technology Unit	6,189,535	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BA	Utilities	36,433,256	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BB	Contracts and Agreements	61,624,332	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BC	Facilities Maintenance	11,542,383	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BD	Severance Entitlements	67,495,011	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82	Total Operation Budget, Finance & Administration Directorate	189,288,399	

Table 9: Summary of Policy & Planning Directorate operation budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
83	Policy & Planning Directorate		
83AA	Office of the Director Policy & Planning	1,774,066	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83AB	Policy & Planning Unit	2,684,529	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83AC	School Statistics & Mapping Unit	1,201,948	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83BA	SEO Conference & Workshop	2,646,163	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83	Total Operation Budget, Policy & Planning Directorate	8,306,706	

Table 10: Summary of Tertiary education Directorate operational budget, 2021

Code	Description	ANNUAL BUDGET 2021 (VUV)	COMMENTS
88	Tertiary Education Directorate		
88AA	Office of the Director of Tertiary Education	2,008,810	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AB	Training & Scholarship Coordination Unit	14,462,826	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AC	Technical & Vocational Education Unit	31,717,940	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan

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88AD	Higher Education Unit	3,175,395	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AE	Teacher Education Unit	1,002,487	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88CA	Vanuatu National University	186,409,840	GRANT
88DA	Vanuatu Government Scholarship Fund	1,040,108,618	GRANT
88ED	Vanuatu Institute of Teacher Education Grant	63,507,900	GRANT
88EF	Teacher Education Teachers Incidentals	2,120,283	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88FC	Vanuatu Institute of Technology Grant	40,221,670	GRANT
88FD	TVET Education Teachers Incidentals	1,587,698	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88	Tertiary Education Directorate	1,386,323,467	

9.2. Five-year forecast budget (by program and activity only)

The information required for this part is yet to be derived, as considerable time will be needed to compute the date for this section.

10. Annexes

10.1. Ministry of Education and Training Planning Framework

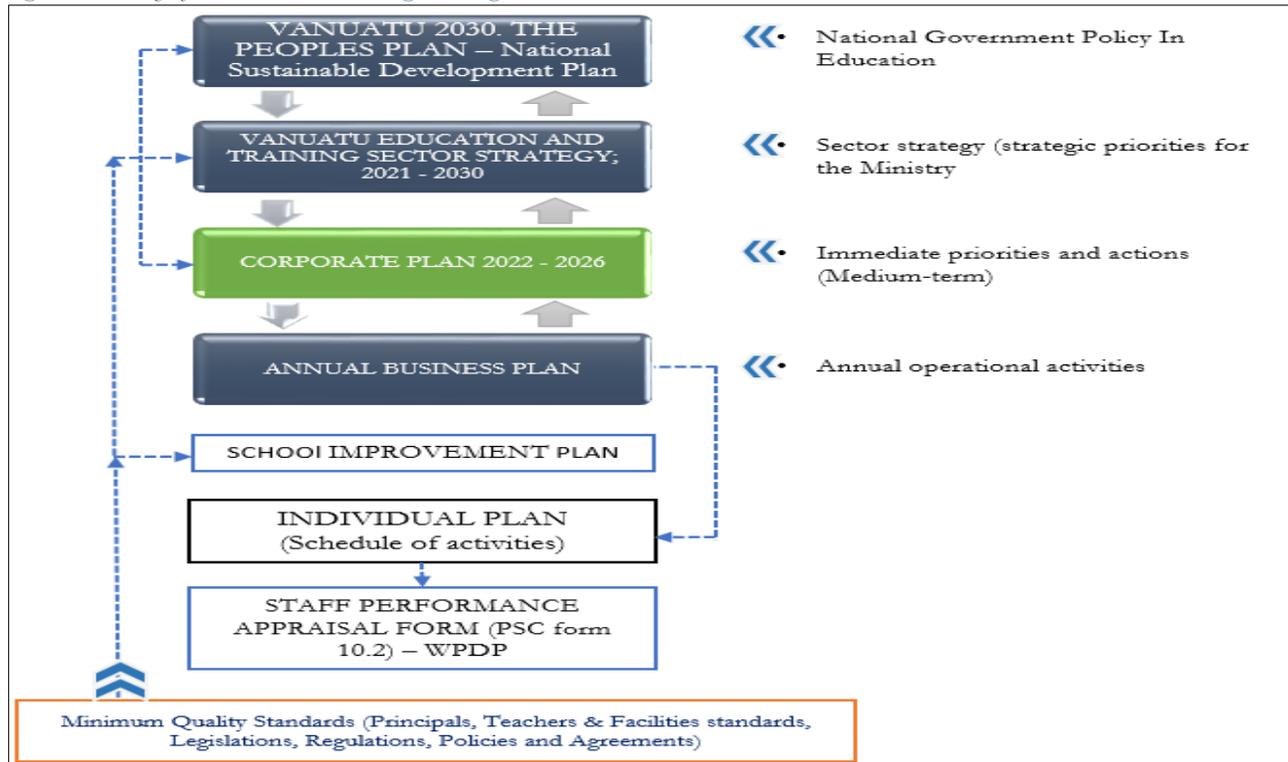
The guiding values of planning for the Ministry of Education and Training, as stipulated in the Vanuatu Education and Training Sector Strategy (VETSS) 2021-2030 document, is to ensure that;

- ❖ Planning processes are not too ambitious, consistent, kept simple & understood by all,
- ❖ Plans are aligned and integrated,
- ❖ Planning approaches are collective, coordinated,
- ❖ Plans are result oriented, and
- ❖ Plans are measurable.

Therefore this corporate plan (2021-2025) attempts to simplify the VETSS programs into a practical and operative arrangement for implementation.

The corporate plan also accommodates the results framework, a tool to be used to track progress against achieving the strategies and the outcomes of the strategy (refer to annex 2)

Figure 4: Ministry of Education and Training Planning Framework



The Ministry of Education and Training implements this planning framework to the best of its ability. This framework provides the basis of the overall coordination of the Ministerial planning. This planning framework will be updated to accommodate any changes that are forthcoming.

The corporate plan is equally important as the other component of the planning framework, but most importantly because it lays out the logic of the achieving an outcome, and what strategies and activities to be undertaken to deliver these outcomes.

10.2. Monitoring

The indicators for monitoring have been identified through an audacious process by the planning team and were proposed to be used by the Ministry to track progress against the key outcomes, the intermediate outcomes and the strategy outputs, of the Vanuatu Education and Training Sector Strategy (VETSS) 2021-2030.

These set of indicator listed in the monitoring framework matrix has been agreed on by the members of the senior management team (during the Corporate plan workshop in October), to be used, to track progress against key outcomes, intermediate outcomes and output of the Vanuatu Education and Training Sector Strategy.

These indicators are subject to be reviewed for validity and relevancy purposes on a yearly basis (during the corporate planning review sessions).

There are a number of proposed indicators that are yet to be added to the framework, due to time constraint. These proposed indicators for inclusion will be considered for addition, during the corporate plan review in 2022.

The monitoring framework is organized against the three key Pillars (Pillar 1: Equitable access to education is improved, Pillar 2: Quality Education Delivery is improved and Pillar 3: Management is improved). There are outcome, intermediate outcome and strategy output indicators under each of these pillars.

The outcome indicators relate to Pillar 1 and Pillar 2. It is predicted that the outputs and intermediate outcomes of Pillar 3 (management) will contribute substantially to the overall outcomes outline for Pillar 1 and Pillar 2, therefore no outcome indicators

All the strategies and activities in the outlined in this Corporate Plan contributes to the overall outcomes under Pillar 1 and Pillar 2.

10.2.1. Proposed indicators by key Pillars

KEY PILLAR 1: Equitable access to education is improved.

Outcome Indicators	Intermediate Outcome Indicators	Strategy Output Indicators
<ol style="list-style-type: none"> 1. Gross enrolment rate (by gender) 2. Elimination of repetition is eliminated 3. Reduction in the percentage of the out of school children (by gender) 4. Percentage of children with special needs attending school (by gender) 	<ol style="list-style-type: none"> 1. Percentage of schools meeting school infrastructure and asset standard (ECCE/PRI/SEC/PSET) 2. Percentage of schools with functional Parent Teacher Association (PTA) 3. Percentage of schools with a comprehensive safety plan in place 	<ol style="list-style-type: none"> 1. School grants and fee subsidy is provided to eligible schools. 2. School Financial Manual and Code reviewed and approved 3. VANSTA assessment for students is administered in Open VEMIS. 4. VANSTA assessment is enhance to disaggregated results by gender and other specified areas. 5. Minimum Quality Standards (MQS) is reviewed to cover all levels of education. 6. School Maintenance Manual is reviewed 7. <i>New school plumbing manual is developed.</i> 8. Asset Master Plan is developed and approved. 9. Wash in school policy is developed. 10. Percentage of schools (ECCE & Primary) that implement WASH initiatives. 11. Percentage of schools (ECCE & Primary) that achieved the WinS 3-star rating. 12. NSIDP policy framework is developed. 13. NSIDP plan is reviewed and approved. 14. Communication strategy is developed and approved. 15. MoAs/MoUs with EAs, NGOs, and external Governments and agencies are reviewed and approved. 16. Joint Partnership Agreement (JPA) reviewed and finalized. 17. Education in Emergency Policy is reviewed and approved. 18. Disaster data is captured and analysed in OV. 19. Percentage of Certified and qualified teachers in Schools. 20. Percentage of Certified and qualified teachers in Schools.

KEY PILLAR 2: Quality Education Delivery is improved.

Outcome Indicators	Intermediate Outcome Indicators	Strategy Output Indicators
<ol style="list-style-type: none"> Percentage increase in student achievement rate (VANSTA /PILNA /JSS /VSSC) 	<ol style="list-style-type: none"> Percentage of policies related to teaching and learning reviewed. Percentage of PSET courses accredited Percentage of teachers qualified (ECCE/PRI/SEC/PSET) 	<ol style="list-style-type: none"> National education language policy is reviewed MoET Policy Guideline reviewed Finalized MoET ICT Policy Finalized National Assessment and Reporting Policy Review Education Act to include PSET sector Post-School Education and Training Policy is Reviewed <i>National Teacher Qualification upgrade policy is developed</i> <i>National Teacher Development Plan is developed and implemented</i> Number of licensed teachers (pri/sec). Teaching service staff manual is developed; and principals and teachers standards reviewed

KEY PILLAR 3: Management is improved

Outcome Indicators	Intermediate Outcome Indicators	Strategy Output Indicators
N/A	<ol style="list-style-type: none"> 1. Percentage of planned MoET activities that are achieved (quarterly progress reporting) 2. MoET M&E results framework is reviewed and established 3. Number of planning, budgeting and reporting workshops conducted to provincial education offices/officers 4. MoET research policy guideline is reviewed 5. Number and type of research study conducted (based on identified areas) 	<ol style="list-style-type: none"> 1. Percentage of schools that submit their financial reports annually (PRI/SEC) 2. Percentage of Planned Activities and budgeting implemented, and reporting are conducted 3. MoET structure is reviewed and approved. 4. MoET Monitoring framework finalized and approved 5. SDG4 monitoring indicators built into OV for tracking 6. OV report is produced (Statistical Table/Digest) 7. School Inspector Guidelines developed 8. Number of schools that implement SIP (Pri/Sec) 9. MoET organisational structure and formal roles and responsibilities approved and fully filled 10. MoET data are managed and accessed using OV

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10.2.2. Monitoring Framework

Key Pillar 1- Equitable Access to Education is improved.

Outcome Indicator(s)

Proposed Outcome Indicator(s)	Baseline Indicator	Baseline Year	Proposed target 2030	Means of Verification	Responsible Division	
Gross Enrolment Rate (by gender) ⁵ (ECCE/PRI Yr. 1-6/SEC Yr. 7-14)	Male GER ECCE - 108.9%	2019	Reduction of ECCE Male gross enrolment rate to 100 %, by 2030.	VEMIS/education statistic basic table	PPU	
	Female GER ECCE - 115.0%	2019	Reduction of ECCE Female gross enrolment rate to 100 % by 2030			
	Total GER ECCE - 111.8%	2019	Reduction of ECCE gross enrolment rate to 100 %, by 2030			
	Male GER PRI - 129.5%	2019	Reduction of PRI Male gross enrolment rate to 100 %, by 2030	VEMIS/education statistic basic table	PPU	
		Female GER PRI - 124.8%	2019			Reduction of PRI Female gross enrolment rate to 100 % , by 2030
		Total GER PRI - 127.3%	2019			Reduction of PRI gross enrolment rate to 100 %, by 2030
	Male GER SEC - 44.1%	2019	Increase of SEC Male gross enrolment rate to 70 %, by 2030	VEMIS/education statistic basic table	PPU	
		Female GER SEC - 50.0%	2019			Increase of SEC Female gross enrolment rate to 70 %, by 2030
		Total GER SEC - 47.0%	2019			Increase of SEC gross enrolment rate to 70 %, by 2030
Grade Repetition Rate ⁶ (Pri Yr. 1-6/Sec Yr. 7-14) is eliminated	Pri - 8.7%	2015	Zero repetition rate in primary & secondary schools by 2030	VEMIS/education statistic basic table	PPU	
	Sec - 1.7%	2015	Zero repetition rate in primary & secondary schools by 2030	VEMIS/education statistic basic table	PPU	
Percentage of the Out of School Children (by gender).	ECCE - 13%	2018	Reduce the percentage of Out of School Children in ECCE to 8 %, by 2026.	Enrolment data from VEMIS & Pop data from VNSO	PPU	
	Pri 8%	2018	Reduce the percentage of Out of School Children in PRI to 4 %, by 2026			
	Sec 39%	2019	Reduce the percentage of Out of School Children in SEC to 4 %, by 2026			

⁵ Source of data, MoET statistical report for 2019

⁶ Source of data, MoET digest report for 2015

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Percentage of children with special needs attending school (by gender)	6% ⁷ of children with special need at ECCE	2019	50 percent of ECCE school age children with special needs are attending school, by 2030	Enrolment data from VEMIS & Pop data from VNSO	PPU
	10% ⁸ of children with special need at Primary level	2019	50 percent of PRI school age children with special needs are attending school, by 2030	Enrolment data from VEMIS & Pop data from VNSO	PPU/School Programs unit

Intermediate outcome(s) indicators

Proposed Intermediate Outcome Indicator (s)	Baseline	Baseline Year	Proposed target	Means of Verification	Responsible Division
Percentage of schools and institutions meeting school infrastructure and asset standards (ECCE/PRI/SEC/PSET)	ECCE – 0%	2020	50 percent of ECCE schools meeting ECCE school infrastructure and asset standards, by 2026	Facilities Unit & VEMIS Data	Facilities Unit/SBM
	Primary ⁹ – 62%	2020	80 percent of PRI schools meeting PRI school infrastructure and asset standards, by 2026		
	Secondary ¹⁰ – 0%	2020	50 percent of SEC schools meeting SEC school infrastructure and asset standards, by 2026		
	PSET Institution – 0%	2020	50 percent of PSET institution meeting PSET school infrastructure and asset standards, by 2026		
Percentage of schools with functioning Parent Teacher Association (PTA) /school council	Primary school that have a functioning PTA - 0%	2019	90 percent of PRI schools with functioning PTA and Council, by 2026	Education in emergency data (School programs unit)/SBM	SBM Unit
Percentage of schools with a comprehensive safety plan in place	Primary schools (Only for Penama) = 9% ¹¹	2020	70 Percent of primary schools have a comprehensive safety plan, by 2026	Education in emergency data (School programs unit)/SBM	SBM Unit

⁷ This percentage needs to be checked. It could be the percentage of children with disabilities that are recorded attending ECCE vs the total ECCE enrolment.

⁸ This percentage needs to be check and confirm as above.

⁹ Minimum Infrastructure Standards data in OV

¹⁰ Need to upload data into OV

¹¹ The baseline data is based on UNICEF’s pilot program conducted in Penama primary schools. A total of 43 schools in Penama have school comprehensive safety plan in place. The program needs to be rolled out in other provinces. According to the Education statistical report of 2019, there were 479 primary schools around the country. Hence, the baseline data is derived from dividing the number of primary schools in Penama province by the total number of primary schools in Vanuatu, and multiply 100% ($43/479 \times 100 = 9\%$)

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Strategic Output Indicators

Proposed Strategy Output Indicator (s)	Baseline	Baseline year	Proposed target	Means of Verification	Responsible Division
<i>Strategy 1: Maintain and utilize Fee Subsidy to schools (ECCE-Senior Secondary) by revising School Financial Management and Code</i>					
School grants and fee subsidy is provided to eligible schools (Government and Non-Government Assisted Schools)	ECCE – 60%	2020	100 percent of eligible ECCE school receive schools grants by 2026	Finance & Admin And Open VEMIS	Fin Unit
	Primary – 82%	2020	100 percent of eligible PRI school receive schools grants by 2026		
	Secondary – 77%	2020	100 percent of eligible SEC school receive schools grants by 2026		
School Financial Manual and Code reviewed and approved	School finance manual 2010 (to be reviewed in 2021)	2010	School Financial Manual reviewed by and implemented by 2022	Finance & Admin and Open VEMIS	Fin Unit
	School grant code/scheme 2010 (under review in 2020)	2010	School grant code reviewed by and implemented by 2022	Finance & Admin and Open VEMIS	Fin Unit
<i>Strategy 2: Provide and monitor access to quality education to all pupils, as demonstrated by strong Learning Outcomes, in an equitable manner, with explicit monitoring of distinct groups (including, but not limited to, women and girls, boys and men, those impacted by poverty, pupils with special educational needs, gifted and talented pupils, pupils in outlying areas, out of school pupils, and persons living with disabilities), disaggregated to ensure all pupils are able to access quality education</i>					
VANSTA assessment for students is administered in Open VEMIS	VANSTA results are not administered using the OV database	2020	VANSTA assessment results is administered in OV by 2025	Examination & Assessment/ curriculum development unit	EAU unit
VANSTA assessment is enhance to disaggregated results by gender and other specified areas.	VANSTA assessment results are disaggregated only by language and gender	2020	VANSTA assessment results are disaggregated by language, gender and other specified areas by 2025	Examination & Assessment/ curriculum development unit	EAU unit
<i>Strategy 3: Plan and implement quality school based infrastructure based on identified needs and priorities by reviewing, updating and implementing school MQS, School Plumbing and Maintenance Manual, and Asset Master Plan</i>					
Minimum Quality Standards (MQS) is reviewed to cover all levels of education	Approved MQS for Primary Schools.	2014	Revised MQS to include ECCE, PRI and Secondary standards, by 2023	Facilities Unit (VEMIS) and SBM	SBM unit
	Approved Quality Assurance Framework for PSET.	2016	Quality Assurance Framework for PSET is reviewed by 2022	PSET (TVET)	PSET
School Maintenance Manual is reviewed	School Maintenance policy in place but to be reviewed with the support from VESP	2018	School Maintenance Manual reviewed and implemented by 2023	SBM and Facilities Unit	Facilities & SBM unit

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<i>School Plumbing Manual is developed</i>	<i>School Maintenance policy in place but to be reviewed with the support from VESP</i>	2018	<i>School Plumbing Manual developed and implemented by 2023</i>	<i>SBM and Facilities Unit</i>	<i>Facilities & SBM unit</i>
Asset Master Plan is developed and approved	National school Asset survey is ongoing and will be compiled and documented once the survey is completed.	2020	Asset Master Plan developed and approved by 2023	SBM and Facilities Unit	Facilities Unit
<i>Strategy 4: Promote and mainstream Inclusive Education so that all children have equitable access to school.</i>					
Inclusive Education policy is reviewed and approved	Approved Inclusive Education Policy.	2011	Reviewed Inclusive Education policy is finalized and implemented by 2023	School programme (WASH facilities in school)/Policy and planning unit	National Education Programs Unit
<i>Strategy 5: Promote and mainstream HPS in schools, so that children have equitable access to HPS activities and equitable access to quality WASH facilities in schools</i>					
Wash in school policy is developed	Draft Vanuatu National WASH in Schools Strategy	2020	Wash in school policy is finalized and implemented by 2023	School programme (WASH facilities in school)/Facility unit	National Education Programs Unit
Percentage of schools (ECCE & Primary) that implement WASH initiatives	(ECCE & Primary school in Penama) 15% ¹²	2019	50 percent of schools implemented WASH initiatives by 2023	School programme (WASH facilities in school)/Facility unit	National Education Programs Unit
Percentage of schools (ECCE & Primary) that achieved the WinS 3-star rating	(ECCE & Primary schools in Penama)15%	2019	50 percent of schools achieved WinS 3-star rating by 2023	School programme (WASH facilities in school)/Facility unit	National Education Programs Unit
<i>Strategy 6: Manage the implementation of the National School Infrastructure Development Plan (NSIDP) for existing schools and identify new schools in need</i>					
NSIDP policy framework is developed	Education Authority (EA) and School Registration Policy (approved)	2017	NSIDP policy framework finalized and incorporated into the reviewed EA and school registration policy by 2022	Policy and planning unit (PPU)/Facilities unit	PPU
NSIDP plan is reviewed and approved	National school infrastructure development plan – Assessment report & Action plan	2019	NSIDP is approved and implemented by 2030	Policy and planning unit (PPU)/Facilities unit	PPU
<i>Strategy 7: Strengthen partnerships and communications between schools and communities, with the view of improving learning and access</i>					

¹² Since UNICEF has piloted its WASH in Schools program in Penama province, the percentage is derived from the total number of ECCE and Primary Schools in Penama province in 2019. The same baseline data is used for indicator no.11.

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Communication strategy is developed and approved	Draft MoE Communication Strategy in place	2014	Communication strategy is finalized implemented by 2022	DG's Office	DGs office
MoAs/MoUs with EAs, NGOs, and external Governments and agencies are reviewed and approved	MoA with EAs	2015	MoA with EAs approved and implemented by 2021	DG's Office	DGs Office
	MoU with VNPF, Digicel, Vodafone, Eco-Care Pacific Trust, Peace Corps Vanuatu	2020	All MoU reviewed and approved by 2023	DG's Office	DGs Office
Joint Partnership Agreement (JPA) reviewed and finalized	Joint Partnership Agreement	2016	Joint Partnership Agreement with donor partners signed by 2022	DG's Office	DGs Office
<i>Strategy 8: Strengthen Disaster Risk Reduction and Management (DRRM) to face climate change and natural disasters</i>					
Education in Emergency Policy is reviewed and approved	Vanuatu Education in Emergency Policy for 2013 – 2017 (outdated)	2013	EIE Approved and implemented by 2023	National Education Programs Unit	National Education Programs Unit
Disaster data is captured and analysed in OV	Data not yet captured in OV. Rapid assessment template need to be finalised before it is built in OV to capture disaster data.	2020	Rapid assessment form is built into OV by 2026	National Education Programs Unit	National Education Programs Unit
<i>Strategy 9: Reduce the number of out-of-school children</i>					
Percentage of Certified teachers in Schools	ECCE teachers certified: ¹³ – 65%	2018	80 percent of ECCE teachers are certified, by 2026	Teachers data in Open VEMIS	TSC
	PRI teacher certified – 74 ^o %	2018	90 percent of PRI teachers are certified, by 2026	Teachers data in Open VEMIS	TSC
	SEC teachers certified – 76 ^o %	2018	90 percent of SEC teachers are certified, by 2026	Teachers data in Open VEMIS	TSC
<i>Percentage of qualified teachers in Schools</i>	<i>ECCE teachers qualified (TBE)¹⁴</i>	<i>TBE</i>	<i>TBE</i>	<i>Teachers data in Open VEMIS</i>	<i>TSC</i>
	<i>PRI teachers qualified (TBE)</i>	<i>TBE</i>	<i>TBE</i>	<i>Teachers data in Open VEMIS</i>	<i>TSC</i>
	<i>SEC teachers qualified (TBE)</i>	<i>TBE</i>	<i>TBE</i>	<i>Teachers data in Open VEMIS</i>	<i>TSC</i>

¹³ Source of data, MoET digest report of 2018

¹⁴ (TBE) – To be established

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Key Pillar 2 – Quality Education Delivery is improved.

Outcome Indicator(s)

Proposed Indicator	Baseline	Baseline Year	Proposed target 2030	Means of Verification	Responsible Division
Percentage increase in student achievement rate (VANSTA /PILNA /JSS /VSSC) ¹⁵	Yr. 4 Literacy French: 26%	2019	Yr. 4 Literacy rate (French) increase to 70 percent	VANSTA result	EAU unit
	Yr. 4 Literacy English: 29%	2019	Yr. 4 Literacy rate (English) increase to 70 percent		
	Yr. 6 Literacy French: 38%	2019	Yr. 6 Literacy rate (French) increase to 80 percent		
	Yr. 6 Literacy English: 40%	2019	Yr. 6 Literacy rate (English) increase to 80 percent		
	Yr. 8 Literacy French: 45%	2019	Yr. 8 Literacy rate (French) increase to 90 percent		
	Yr. 8 Literacy English: 46%	2019	Yr. 8 Literacy rate (English) increase to 90 percent		
	Year 4 Numeracy 45%	2019	Yr. 4 Numeracy increase to 90 percent	VANSTA results	EAU unit
	Year 6 Numeracy 41%	2019	Yr. 6 Numeracy increase to 90 percent		
Year 8 Numeracy 45%	2019	Yr. 8 Numeracy increase to 90 percent			

Intermediate outcome Indicator(s)

Proposed Indicator	Baseline	Baseline year	Proposed target	Means of Verification	Responsible Division
Percentage of policies related to teaching and learning reviewed.	80% of policies are out-of-date ¹⁶	2020	0 percent policies and strategies out of date by 2026	Policy Register (PPU)	PPU
	13% of policies are in draft format	2020	0 percent policies in draft by 2026		
	7% of policies are up-to-date	2020	100 percent policies are up to date by 2026		
Percentage of PSET courses accredited	50% ¹⁷	2019	100 percent of PSET course accredited.	VQA module register	VQA
Percentage of teachers qualified (ECCE/PRI/SEC/PSET)	ECCE: 9%	2019	50 percent of ECCE teachers are qualified by 2030	Teacher management unit/TSC	TSC
	Primary: 78%	2019	90 percent of PRI teachers are qualified by 2030		
	Secondary: 90%	2019	90 percent of SEC teachers are qualified by 2026		
	PSET: 88%	2019	100 percent of PSET teachers are qualified by 2030		

¹⁵ Literacy and numeracy data on Junior and senior secondary school is not available.

¹⁶ Total number of policies, both approved and in draft format is 15; total number of out-of-date policies is 12, and total number of policies still in draft format is 2. Therefore, $12/15 \times 100 = 80\%$ of policies are out-of-date; $2/15 \times 100 = 13\%$ of policies in draft format; and $1/15 \times 100 = 7\%$ of policies is up-to-date.

¹⁷ 56 accredited courses which have approval to deliver from registered PSET providers and 55 courses are approved to be delivered in PSET sector, with an overall total of 111 courses. Thus, $56/111 \times 100 = 50\%$ of PSET courses are currently being accredited.

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Strategic Output Indicators

Proposed Output Indicator(s)	Baseline	Baseline year	Proposed target	Means of Verification	Responsible Division
<i>Strategy 11: Review and Implement National Education Language Policy with the view of improving teaching and learning in schools</i>					
National education language policy is reviewed	National Education language policy is currently under review and is plan to be finalised and approved in 2021	2020	National Education Language Policy updated, approved and implemented by 2023	Policy register (PPU)	Education language policy taskforce /CDU
<i>Strategy 12: Develop MoET Policy Guidelines to harmonize and unify future policy development</i>					
MoET Policy Guideline reviewed	A guide to Policy Writing (Approved) – Review date stated in the approve policy is 2022	2019	MoET Policy Guideline updated and approved by 2023	Policy register (PPU)	PPU
<i>Strategy 13: Review and Implement IT Policy to improve teaching and learning in schools</i>					
Finalized MoET ICT Policy	Vanuatu Ministry of Education ICT Policy (Draft) (Check unit (IT/ICT) name for consistency)	2014	IT policy approved by 2023	Policy register (PPU)	IT unit
<i>Strategy 14: Support quality curriculum reform and harmonization of assessment practices to achieve uniform curriculum in government and government-assisted schools</i>					
Finalized National Assessment and Reporting Policy	Vanuatu National Assessment and Reporting Policy (Draft copy)	2013	National Assessment and Reporting Policy approved and implemented by 2023	Curriculum & assessment unit	EAU
<i>Strategy 15: Improve enrolment and quality in tertiary education by developing and implementing the Vanuatu National University Act</i>					
Review Education Act to include PSET sector	Education Act N0. 9 of 2014 ¹⁸	2014	Reviewed Education Act Approved by parliament and implemented by 2023	DG's Office/PPU	DGs Office
<i>Strategy 16: Strengthen enrolment and quality of Post School Education Training (PSET) sector by reviewing and implementing PSET Policy</i>					
Post-School Education and Training Policy is Reviewed	Post School Education and Training (PSET) Policy 2016 – 2020 (Approved). This policy is valid from 2016 to 2020 and the review should begin from 2021	2016	Post-School Education and Training Policy approved and implemented by 2023	TVET/Higher Education Unit/ Director TED	PSET
<i>Strategy 17: Improve teachers' and school leaders' skills to support achievement of learning outcomes, by developing and implementing (1) National Teacher Qualification upgrade policy, (2) National Teacher Development Plan, (3) Teacher Registration and Licensing policy and (4) Teaching Service Staff Manual Standards</i>					
National Teacher Qualification upgrade policy is developed and finalized.	Qualification upgrade Policy for in-service primary school teachers (draft)	2021	National teacher qualification upgrade policy is finalized and implemented by 2023	Policy register (PPU)	PSET

¹⁸ Need to Review to ensure non-formal and informal training are regulated to warrant grants payment to PSET providers through MoET is effectively regulated

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<i>National Teacher Development Plan is developed and finalized.</i>	A National Teacher Development Plan for Vanuatu (draft)	2018	Finalize the National Teacher Development Plan by 2022	Policy register (PPU)	PSET
National teacher Registration and Licencing policy is developed.	Teacher Registration and Licencing and Policy finalized	2020	Teacher Registration and Licencing Policy implementation plan finalized by 2023	Policy register (PPU)	TSC
Common Teaching Service Standard developed and finalized	Common Teaching Service Standards for Teaching in Vanuatu	2014	Common Teaching Service Standard is reviewed and updated by 2022	Teaching Service Commission	TSC
Number of licensed teachers (primary School).	Full license: 0%	2020	10 percent of teachers achieve licenced, by 2023	Teaching Service Commission (TSC)	TSC
	Interim license: 0%	2020	80 percent of teachers achieve licenced, by 2023		
	Provisional license: 0%	2020	10 percent of teachers achieve licenced, by 2023		
	Special purpose license: 0%	2020	10 percent of teachers achieve licenced, by 2023		
Number of licensed teachers (secondary school).	Full license: 0%	2020	50 percent of teachers achieve licenced, by 2023	Teaching Service Commission (TSC)	TSC
	Interim license: 0%	2020	50 percent of teachers achieve licenced, by 2023		
	Provisional license: 0%	2020	50 percent of teachers achieve licenced, by 2023		
	Special purpose license: 0%	2020	10 percent of teachers achieve licenced, by 2023		
Teaching service staff manual is developed	Teaching service staff manual (draft)	2015	Teaching service staff manual approved by 2023	Teaching Service Commission (TSC)	TSC
Principals and teachers standards reviewed	Principals standards (approved)	2016	Principals and teachers' standards approved by 2023	Teaching Service Commission and SBM	SBM

Key Pillar 3 – Management is improved.

Intermediate Outcomes

Proposed Indicator	Baseline	Baseline Year	Proposed target 2030	Means of Verification	Responsible Division
Percentage of schools that submit their financial reports annually (PRI/SEC)	39% ¹⁹	2019	100 Percent of schools submit their annual financial reports, by 2024	VEMIS	Fin Unit
Percentage of Planned MoET Activities and budgeting implemented, and reporting are conducted	51% of overall activities implemented	2019	100 Percent of planned activities and budget implemented and reporting are produced.	MoET quarterly progress/annual report	PPU
	53% of the Normal Office Operation budget spend	2019	90 percent of operational budget spent annually	MoET annual report	Fin Unit
	3 quarterly progress report and 1 annual report produced	2019	Quarterly progress report produced on a timely basis	Quarterly progress report	PPU

¹⁹ The baseline data is taken from administrative data submitted by Tafea, Penama and Shefa Province. Out of 725 government and non-government assisted schools (pri & sec), a total of 282 schools (pri & sec) for the three provinces have submitted their financial report in 2019. Calculation: $282/725 \times 100 = 39\%$

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MoET structure is reviewed for function and roles alignment and approval.	Approved MoET Organization Structure - 2014 ²⁰	2014	Reviewed MoET structure approved by 2023	Human Resource Management Unit	DGs Office
MoET Monitoring framework finalized and approved	Draft MoET monitoring framework to be finalized	2021	MoET Monitoring framework implemented and reported on by 2022	MoET annual report	PPU
SDG4 monitoring indicators built into OV for tracking	0% ²¹	2020	SDG4 monitoring report generated OV by 2024	OV implementation plan progress reporting	PPU
Education Statistics; is produced	Education Statistics – Basic Tables of 2020	2020	OV data is made available for decision making & decision makers	Production of basic tables	PPU

Strategic Output Indicators

Proposed Indicator	Baseline	Baseline Year	Proposed target	Means of Verification	Responsible Division
<i>Strategy 18: Strengthen centralized planning, budgeting, and reporting to improve MoET's efficiency and effectiveness in using its resources</i>					
Percentage of planned MoET activities that are achieved (quarterly progress reporting)	42 % of planned activities achieved – October 2020	2020	90 percent of all plan activities are achieved annually by 2023	MoET Annual Report/quarterly progress report	PPU
Number of planning, budgeting and reporting workshops conducted to provincial education offices/officers	Nil (0) Planning, budget and reporting workshop conducted to provincial education offices in 2020	2020	At least one planning, budgeting and reporting workshop conducted in all provincial education offices annually	Workshop registration records	PPU
<i>Strategy 19: Implement MoET Research Policy Guidelines</i>					
MoET research policy guideline is reviewed	MoET research guideline (approved)	2019	Revised MoET research policy guideline is approved by 2022	Policy Register (PPU)	PPU
Number and type of research study conducted (based on identified areas)	Four research studies ²² were planned and initiated in 2020. Due to COVID-19 & TC Harold, all four research studies delayed and deferred to 2021.	2020	At least one research study is conducted per year	Research Study Register	PPU
<i>Strategy 20: Develop and Implement School Inspector Guidelines and strengthen SIP Practice</i>					
School Inspector Guidelines developed	Draft School Inspector Policy in final stage of development	2020	School Inspector Guidelines finalized and implemented by 2022	Policy Register (PPU)	SBM

²⁰ An approved structure was developed in 2014. Currently the structure is being reviewed and submitted to PSC for approval but still pending.

²¹ The indicator is an activity in the 2020-2021 OV implementation plan. There is still no progress to this activity in 2020. The MoET will have to wait until the plan is fully implemented in 2021 to see if the proposed indicator is progressing.

²² The four research studies: 1) Evaluation study of SPFSC program; 2) School enrolment and retention gender audit survey; 3) Curriculum Implementation Monitoring Study and review of National Education Language Policy; and 4) leadership and management research study

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Number of schools that implement SIP (Pri/Sec)	Primary Schools (0%)	2020	90 percent of primary schools implement SIP by 2026	Open VEMIS record	SBM
	Secondary School (0%)	2020	90 percent of secondary schools implement SIP by 2026	Open VEMIS record	SBM
<i>Strategy 21: Plan and deliver the devolution of MoET functions to improve service delivery to schools</i>					
Devolution structure (roles and responsibilities) is implemented.	Revised devolution structure on hold by PSC	2020	Revised devolution structure is approved and implemented by 2023	Human Resource Management Unit	DGs Office
<i>Strategy 22: Align MoET to SDG4 through the National Sustainable Development Plan</i>					
SDG4 indicators built into OV	No built-in indicators yet	2020	All SDG4 Indicators are generated and accessible in OV by 2025	Open VEMIS	ICT
<i>Strategy 23: Strengthen Management Information System by using Open VEMIS to inform management and resource decisions</i>					
MoET data are managed and accessed using OV	Enrolment Data, Student Data, Teacher Data, Finance Data, SIP Data stored in OV (approx. 70 % ²³)	2020	All data systems under MoET unit are administered in OV, by 2030.	Open VEMIS records	DGs Office/ICT/PPU

²³ Examination and assessment data and scholarships data is yet to be stored and administered in OV

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10.3. Training Plan - Ministry of Education and Training, 2021

Table 11: Potential MoET staff undertaking Training in 2021

No.	Name	Position Title	Department/Unit	Employment Status	Year of service	Location of Training	Mode of Training	Course Title
1	Josiah Alain	Help Desk Support officer	IT unit	Permanent	3	Vanuatu	Online	Cisco training
2	Harrison Apia	Application Support Officer - Front desk	IT unit	Permanent	13	Vanuatu	Online	Cisco training
3	Emory Tinning	IT Network Support officer	IT unit	Permanent	13	Vanuatu	Online	Cisco training
4	Jeremy Bule	Accounts Clerk	Finance Unit	Permanent	9	Vanuatu	Face to Face	Bachelor of Commerce
5	Anneth Vutilolo	Accounts Clerk	Finance Unit	Permanent	8	Vanuatu	Online	Bachelor of Commerce
6	Mosses Kendry	Research coordinator	Policy & Planning Unit	Permanent	3	Overseas	Face to Face	Public Administration
7	Jerrol Joseph Arnhambat	SEO TPSS	Tertiary Education Unit	Permanent	3	Overseas	Face to Face	Human Resource Management
8	Patricia Frank	Executive Secretary	Tertiary Education Unit	Permanent	11	Vanuatu	Face to Face	Bachelor of Commerce
9	Myriam ware wia	Literacy officer	Curriculum Development Unit	Permanent	28	Vanuatu	Face to Face	Postgraduate in Education
10	Asnath Tasale	Basic Examination Officer	Examination & Assessment Unit	Permanent	15	Vanuatu	Face to Face	Masters Business & Administration
11	Angelinah Eldads Vira	Inclusive Curriculum Coordinator	Curriculum Development Unit	Permanent	13	Vanuatu	Online	Doctorate of Philosophy in Special & Inclusive Education (PHD)
12	Josian Loli Molvurai	ISU Trainer Coordinator (TSC)	Penama Education Office (TSC)	Permanent	20	Vanuatu	Online	Diploma in Special and Inclusive Education
13	Carolyn Luke	VEMIS Officer	Penama Education Office	Permanent	13	Vanuatu	Online	Diploma in Official Statistics
14	Richard Setak	Maintenance Officer	Penama Education Office	Permanent	1	Vanuatu	Online	Bachelor of Engineering (Civil)
15	John Wilkins Tari	Acting PEO Penama (TSC)	Penama Education Office (TSC)	Permanent	19	Vanuatu	Online	Leadership and Administration
16	Andrew Tari	Inspector	Penama Education Office (TSC)	Permanent	19	Vanuatu	Online	Bachelor in Education
17	Cliff Taribiti	Penama PFO	Penama Education Office	Permanent	14	Vanuatu	Online	Finance & Admin (BCOM)
18	Paul Tabi	Penama Trainer (TSC)	Penama Education Office (TSC)	Permanent	22	Vanuatu	Online	Diploma in Special and Inclusive Education

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19	Edgard Tarigarae	Penama Preschool Coordinator	Penama Education Office	Permanent	28	Vanuatu	Face to Face	leadership & Management
20	Edgard Tarigarae	Penama Preschool Coordinator	Penama Education Office	Permanent	28	Overseas	Face to Face	Data analysing & Reporting
21	Pierre Metsan	National Higher Edu Coordinator	Higher Education Unit	Permanent	19	Vanuatu/Overseas	Online	PHD Mathematics
22	Leiwia John	Provincial Finance Officer	Shefa Education Office	Permanent	5	Vanuatu	Face to Face	Financial Management/Business Management
23	Gloria Duvu	HRM	Human Resource Unit	Permanent	8	Vanuatu	Face to Face	MBA Accounting (one unit left from my MBA Program.)
24	Moriel Jack	Senior Payroll Officer	Teaching Service Commission	Permanent	19	Vanuatu	Face to Face	Bachelor of Commerce in Proff. Accounting
25	Lucie Nauka	Executive Secretary	Higher Education Unit	Permanent	2	Vanuatu	Face to Face	Bachelor of Commerce
26	Oztomea Bule	VEMIS Officer	Policy & Planning Unit	Permanent	8	Vanuatu	Online	Advance Training program in Education Planning Management
27	Dawn Reuben	Statistics officer	Policy & Planning Unit	Permanent	11	Vanuatu	Face to Face	Bachelor of Commerce
28	Jean Iakan Anthony	SEO - Income & Expenditure	Finance Unit	Permanent	1	Vanuatu	Online	Science Economic & Social Science