

INFORMATION & COMMUNICATION TECHNOLOGY POLICY



Ministry of Education & Training
Government of Vanuatu

2025

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ABBREVIATIONS

List of all abbreviations used in the policy document and their definitions.

ADR	Annual Development Report
BP	Business Plan
COL	Commonwealth of Learning
COM	Council of Ministers
CP	Corporate Plan
CPD	Continuous Professional Development
DG	Director General
ECCE	Early Childhood Care and Education
EFA	Education for All
EMIS	Education Management Information System
ICT	Information Communication Technology
LMS	Learning Management System
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
NSDP	National Sustainable Development Plan
OER	Open Education Resource
OGCIO	Office of the Government Chief Information Officer
PMO	Prime Minister's Office
PPD	Policy and Planning Directorate
PSC	Public Service Commission
SC	Steering Committee
SMT	Senior Management Team
TWG	Technical Working Group
UNESCO	United Nation Educational Scientific Cultural Organization

REVIEW DATE

The ICT policy shall be effective from the date of signing and the review date for ICT policy shall be five years from the date of signing. However, the ICT policy should be reviewed and updated if required after two years.

FOREWORD

It is with great honour and pleasure that we introduce the Ministry of Education and Training (MOET) ICT Policy. This policy has been developed in consultation with various stakeholders to address key ICT issues in the Vanuatu education sector.


ICT is one of the key drivers to move the nation forward. There is constant change and growing demands for the use of ICT to improve the delivery of services, management of education at all levels of administration, and teaching and learning.

This document has been developed to guide MOET in the implementation of ICT throughout the areas under its responsibilities. It provides clear guidance on how to effectively plan for the use of ICT resources together with key stakeholders and partners.

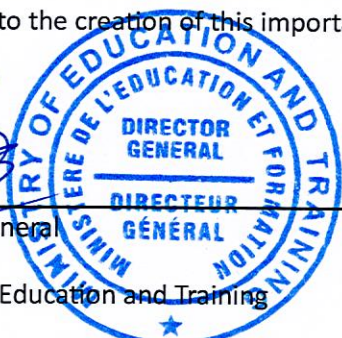
The policy aligns with national priorities, the Vanuatu Education and Training Sector Strategy 2021–2030, the Vanuatu National ICT Policy and other relevant policies. The ICT Policy follows the MOET Policy Development Guideline 2022 - 2025 developed by the MOET Policy and Planning Directorate (PPD).

This document draws on a wide range of other documentation from bodies such as UNESCO, the Commonwealth of Learning and the World Bank as well as similar policy initiatives from the region and Africa and the Caribbean.

We extend our sincere gratitude to all MOET staff, development partners, and stakeholders who contributed to the creation of this important ICT policy.



Director General
Ministry of Education and Training



BACKGROUND

Policy Context and Background

Vanuatu consists of 83 dispersed islands located in the South Pacific Ocean. The archipelago, which is of volcanic origin, sits between Australia and New Caledonia to the west and Fiji to the east. According to the World Risk Report in 2021, Vanuatu ranked number one country in the world with the highest disaster risk and with most exposure to disaster hazards. Vanuatu regularly experiencing earthquakes, tsunamis, volcanoes, cyclones, and floods. It now also faces rising sea levels and sea temperatures due to climate change. Vanuatu's estimated population is 272,459 (2016), with a growth rate of 2.3%. Most of the population (75%) live in rural areas and are primarily dependent on subsistence agriculture and a subsequent informal economy however urbanization is constantly increasing, while the rural population is decreasing. Vanuatu's name derives from the word "vanua" meaning "land" and the word tu, meaning "to stand".

The national education system reflects Vanuatu's unique history which has its formal education roots in the colonization of Vanuatu by the British and French governments and the role of the Church in establishing educational institutions until Vanuatu gained independence in 1980. Most children attend French or English schools however Bislama is the common language of communication across the country. The Education Sector is the largest government service and employer in Vanuatu. Education is funded by government, parents, communities, and churches, with support from donor partners.

The Formal Education Structure comprises:

- Early Childhood Care and Education (Ages 4 and 5);
- Primary School Education Years 1 to 6 (Ages 6 to 11);
- Junior Secondary School Years 7 to 10 (Ages 12 to 15);
- Senior Secondary School Years 11 to 13 (Ages 16 to 18); and
- Post-Secondary Education and Training (PSET) (Age 19 and over).

More than 50% of Vanuatu's population is of schooling age, which places significant pressure on, the education system. Most students (59%) attend primary level education while there is slightly less participation in early childhood, and secondary school levels.

The MOET budget has increased consistently each year. About 70% of Vanuatu's education budget is allocated to payroll, most of which goes to pay teachers. The remaining budget is distributed to operations.

As of 2021, there were 99,363 students, 4,425 teachers and 1,350 schools.

Situation analysis

The following situation analysis uses the PESTLE tool:

Political

The use of ICT in education generally has strong support from both Parliament and the public. There are multiple political drivers for ICT in education at the international, national, and local level such as access timely and accurate information, online learning, digital literacy, electronic services etc.

Economic

The provision of ICT in education can be expensive especially for rural schools in Vanuatu. Providing fast and reliable internet connectivity in rural areas is more expensive than in urban areas. As such, providing equitable access to information and technology is challenging. ICT hardware and software needs to be continually updated and replaced creating an ongoing economic commitment.

Social

The provision of ICT in education has had a big impact on society and culture in Vanuatu. Social media platforms such as Facebook are commonly used to share information including official government updates. ICT in education can also play a role in gender equity, disabilities, and social inclusion.

Technological

The use of ICT in education is changing rapidly. Some of these advancements include online learning, artificial intelligence, data analytics etc.

Legal

The use of ICT in education will have an impact on the Vanuatu legal system especially as processes move online and official documents and communication move to digital formats.

Environmental

The use of ICT in education relates to issues of the local and global environment. Vanuatu is prone to cyclones, droughts, floods and landslides, volcanic eruptions, earthquakes, and tsunami, as well as threats of public health emergencies and pandemic (such as COVID-19). Some of these hazards are increasing in frequency and intensity due to climatic change. The use of ICT in education can help reduce the impacts of these risks by providing access to information and services in times of disaster. At the same time, the use of ICT in education comes with some new risks including online security and privacy.

Current policy and legal environment

There are several policies and plans that impact the MOET ICT Policy including:

- National ICT Policy [2012]
- National Sustainable Development Plan [2016-2030]
- Education Management Information System Policy [2017]
- Education and Training Sector Strategy [2021–2030]
- Digital Transformation Masterplan [2030]
- National Cyber Security Strategy [2030]
- National Harmful Digital Communication Policy [2023]
- National Data Protection & Privacy Policy [2023]
- MOET Policy Development Guide [2022-2025]
- TRBR Universal Access Policy [2013]

There are several pieces of legislation which govern the MOET ICT Policy including:

- Vanuatu Constitution of the Republic of Vanuatu [2013]
- Vanuatu Education Act [2014]
- Vanuatu Teaching Service Act [2013]
- Vanuatu Institute of Technology Act [2001]
- Vanuatu Qualifications Authority Act [2014]
- Vanuatu Institute of Teacher Education [2001]
- Convention on the Rights of the Child Act [1992]
- Data Protection and Privacy Act [2024]
- Vanuatu Cybercrime Act [2021]
- Telecommunications and Radiocommunications Regulation Act [2009]

There are several Acts currently under review including the Education Act and Teaching Service Act. Consultations have been held with relevant stakeholders, and feedback collected for approval of proposed amendments.

There are several international documents that also influence the MOET ICT Policy including:

- Guidelines for ICT in education policies and masterplans [UNESCO 2022]
- Pacific Technology in education: A Tool on Whose Terms? [2024]

The MOET ICT Policy is informed by the relevant legislation, policies, and plans mentioned above, but the input from these documents has been adapted to suit the specific context and needs of the Ministry of Education and Training.

Survey Data

The MOET conducted a survey on Internet in Schools in 2022 and a survey on ICT in Schools in 2023. These surveys found that 1) 74% of schools reported that they had internet connectivity; 2) the majority (60%) of schools access the internet through 3G/4G mobile network and 18% via satellite; 3) over 65% of students did not use of ICT at school; 5) internet quality was good in only 36% of schools.

Consultations

In 2024, the MOET invited key stakeholders to several consultations in Port Vila and Santo to gather feedback on content for this ICT Policy. The policy statements included in this document are drawn from these consultations as well as international best practice and relevant national legislation, policies, and plans.

POLICY FRAMEWORK

Vision

An inclusive and equitable education system empowered by digital transformation, fostering quality learning that drives innovation, societal growth, and global opportunities.

Mission

Harness the efficient, effective and innovative use of ICT for quality teaching, learning and administration across the entire education system to achieve the National Vision of *A Just, Educated, Healthy and Wealthy Vanuatu*.

Goals

The overall policy goals are to:

1. **Accessible and Reliable ICT Infrastructure for Education:** Enable access to affordable and reliable ICT infrastructure, connectivity, and support to meet the educational and training needs of the country at all levels.
2. **Efficient Management of Education Through ICT Systems:** Support the efficient and effective management and administration of the education processes using appropriate ICT systems at all levels.
3. **High-Quality Digital Resources for Teaching and Learning:** Provide access to high quality international and local digital resources for teaching and learning including curriculum materials for all teachers and students.
4. **Building ICT Literacy and Capacity for Educators, Staff and Students:** Continuously build capacity of teachers and staff in ICT literacy so that they can effectively and safely use ICT for education, training, and administration.

Principles

This policy is guided by the following principles:

Rule of Law

Adheres to the law of the country as well as international law to ensure the protection of human rights of all stakeholders and the security of the community at large.

Equity and Inclusiveness

Ensure proactive support and facilitation of equal opportunities for marginalized groups by leveraging ICT to address barriers and provide tailored access to resources, ensuring inclusivity irrespective of gender, socio-economic background, ethnicity, disability, nationality, or religion.

International Best Practice

Aligns to international policies and practices such as United Nations, World Bank, Asian Development Bank and Commonwealth of Learning recommendations.

Accountability

Is actionable and achievable with clear accountability for the implementation. The use of ICT in educational institutions needs the full support from all key stakeholders. Parents, guardians, the school committee as well as the whole community must be aware of the vast opportunities provided by the use of ICT for the students. Their support is crucial to sustain the success. The policy seeks to create a common understanding that the implementation of this policy will ultimately help improve outcomes for students through the use of ICT.

Sustainability

Implementing a carefully planned approach to resource utilization ensures that ICT remains relevant and beneficial to all stakeholders. A robust financial model is critical to guarantee the long-term support and maintenance of ICT resources. Additionally, the policy prioritises comprehensive security measures to safeguard systems and data against malware, viruses, scams, and cyberattacks, ensuring the protection of users and infrastructure.

STRATEGIC AREAS

This section contains the strategic areas that the policy will cover. To achieve each strategic priority, a series of activities and/or services have been listed.

Strategic Area 1: Accessible and Reliable ICT Infrastructure for Education

This strategy prioritises establishing and maintaining robust ICT infrastructure, including data centres, internet connectivity, computer labs, and access devices such as laptops and phones to support teaching, learning, and administrative functions across all levels of education.

- 1.1 Establish a process for educational institutions to access grant funding for ICT equipment and services, such as internet access and computer labs, to support educational development and digital inclusion (National ICT Policy Strategy 1.1)
- 1.2 Engage in negotiations with national and international ICT suppliers to secure special pricing and warranty support, ensuring that educational institutions have access to affordable ICT resources for students and teachers (National ICT Policy Strategy 1.2).
- 1.3 Pilot models outside stakeholder inputs to fund ICT facilities, services, and devices for educational institutions (National ICT Policy Strategy 1.4)
- 1.4 Provide internet access to surrounding communities via paid vouchers to support the sustainability of internet service costs where permitted. (National ICT Policy Strategy 2.9)
- 1.5 Establish a process to allow students and staff to utilise approved personal devices for educational purposes, addressing the limitations of available computer labs and equipment.
- 1.6 Develop a Mobile Phone in Schools Policy recognizing that while students may not have access to laptops, they may possess mobile phones that can be utilized for teaching and learning purposes within the school environment.
- 1.7 MOET will establish ICT standards for educational institutions, outlining minimum hardware specification for laptops, desktops, servers, networking and internet access equipment, with all new and donated equipment required to comply with these standards when purchased or received.
- 1.8 Provide guidance and advice to educational institutions on best practices for implementing effective filtering of illegal and inappropriate internet content, ensuring safe access for both students and staff.
- 1.9 Develop and regularly update a comprehensive Disaster Recovery Plan to ensure the continuity and resilience of ICT systems in the event of disruptions.
- 1.10 Develop guidelines for educational institution computer labs that cover essential aspects like size, layout, security, air conditioning, user accounts, the use of flash/external drives, and networking, to support educational institutions in the design and implementation of computer labs.
- 1.11 Encourage educational institutions with minimum infrastructure requirements such as access to electricity to provide students and teachers with to access digital tools and resources for teaching and learning.

- 1.12 Promote sustainable practices among educational institutions for environmentally responsible e-waste management, ensuring the safe reuse, recycling, and disposal of electronic equipment in compliance with government regulations

Strategic Area 2: Efficient Management of Education Through ICT Systems

MOET shall streamline and modernize pedagogical and administrative processes within educational institutions through the adoption of software solutions, including Education Management Information Systems (EMIS) for efficient data management, Learning Management Systems (LMS) for teaching and learning, and Electronic Communication Systems such as email, messaging apps, and online portals for seamless communication among administrators, teachers, students, parents, and other stakeholders. The ministry will also promote the use of data analytics tools and dashboards to analyse educational data, generate insights, and produce reports for informed decision-making, performance monitoring, and policy formulation.

- 2.1 Implementing the Government-wide Standard Operating Environment (National ICT Policy Strategy 3.5)
- 2.2 Develop an educational institution Standard Operating Environment (SOE) so that sustainable ICT support can be provided to educational institutions
- 2.3 Provide all registered teachers with an official email address under the schools.edu.vu domain to be used as the primary means of communication between the government and teachers.
- 2.4 Encourage teachers to actively engage with and utilise their government provided schools.edu.vu Google Workspace for Education account that provides access to a variety of educational tools, including Google Classroom, aimed at enhancing the learning experience for students.
- 2.5 Evaluate free open-source and discounted software for available to educational organisations and discourage the use of pirated software
- 2.6 Trial and recommend the adoption of software solutions to assist teachers with administrative tasks such as managing online registration, assessments and student report cards
- 2.7 Promote and support Google Classroom as the standard Learning Management System (LMS) for Vanuatu while acknowledging that some educational institutions may prefer to use their own school-based LMS
- 2.8 Uphold the use of the Vanuatu Education Management Information System (VEMIS) as the main information system for all educational institutions, student and staff data so that data can be used for the purpose of educational administration and facilitate informed decision-making especially for all online educational institutions.
- 2.9 Ensure that educational institutions have access to essential information in the form of reports and dashboards, including educational institutions, student and staff data, categorized by relevant criteria such as gender and age, to facilitate comparative analysis and support informed decision-making.
- 2.10 Promote the use of the Vanuatu Schools portal (schools.edu.vu) as a comprehensive platform of resources for educational institutions including support, dashboards, feedback, curriculum, maps, eBooks, eForms etc.

Strategic Area 3: High-Quality Digital Resources for Teaching and Learning

Integrating technology into teaching and learning processes is essential to improving educational outcomes by providing engaging and accessible digital resources. Tools like eBooks, interactive multimedia content, and online subject teaching materials, aligned with the Vanuatu curriculum, empower teachers and students to embrace innovative learning approaches, bridge resource gaps, and foster skills needed for a digitally driven world.

- 3.1 Develop and make ICT-based educational tools available online to increase basic literacy and numeracy, as well as increasing digital literacy, among students, teachers and administrators (National ICT Policy Strategy 1.3)
- 3.2 Promote the creation and sharing of local Vanuatu digital content in Bislama, English and French as teaching resources.
- 3.3 Provide a list of online educational content for teachers such as the “bloom” library.
- 3.4 Provide advice to educational institutions on methods for accessing electronic content offline so that teachers and students can access educational content without being connected to the internet.
- 3.5 Provide advice to educational institutions on methods for storing electronic content in the cloud to ensure data resiliency against hardware failure and natural disasters, while ensuring compliance with the national data residency policy.
- 3.6 Promote data privacy to safeguard the personal and sensitive information of students, staff, and educational institutions.
- 3.7 Develop and provide online classes for students via the Learning Management System (LMS).
- 3.8 Develop a centralised digital content repository to allow educational institutions to utilise shared content to develop teaching resources

Strategic Area 4: Building ICT Literacy and Capacity for Educators, Staff and Students

Human resource capacity is essential to drive successful ICT initiatives in education. This strategy focuses on capacity building and training programs to equip staff and students with the necessary ICT skills and competencies. It involves designing and implementing professional development courses to enhance digital literacy, pedagogical ICT integration, and technical support skills. By investing in human resources, the Ministry aims to build a skilled workforce capable of effectively leveraging ICT for educational transformation and innovation. Specifically, it focuses on training teachers to effectively utilise ICT tools and learning management platforms in classroom instruction and fostering digital literacy skills among students to prepare them for the digital age.

- 4.1. Develop a guidebook for providing ICT facilities, services, devices and content to educational institutions (National ICT Policy Strategy 1.5)
- 4.2. Capacity building for ICT support staff to provide and maintain ICT facilities, services and devices for educational institutions (National ICT Policy Strategy 1.6)

- 4.3. Establish a support platform, including setting up a peer support network and organising peer-support events, for sharing best practices, distributing information on tailored offers from specific vendors, and generally supporting availability and utilisation of ICTs in educational institutions (National ICT Policy Strategy 1.7)
- 4.4. Establish an appropriate structure and adequate number of qualified ICT support staff at both national and provincial levels to provide support at the national, provincial and educational institution level (National ICT Policy Strategy 3.2)
- 4.5. Ensure the integration of ICT into MOET corporate and business plans, expenditure frameworks, and budgets (National ICT Policy Strategy 4.16)
- 4.6. Setup demonstrations and workshops to inform educational institutions of ICT-related activities, projects, innovations and opportunities (National ICT Policy Strategy 4.17)
- 4.7. Implement targeted programs for ICT skills training for youth by offering workshops and online courses in collaboration with local and international organizations to provide mentorship, internships, and hands-on experiences, ensuring that all youth, particularly those from marginalized and rural communities, have access to practical, real-world technology applications, thereby equipping them with the digital skills necessary for success in the modern workforce and fostering a generation of tech-savvy leaders. (National ICT Policy Strategy 7.3)
- 4.8. Develop, sign and implement a Memoranda of Understanding between the MOET and OGCIO (National ICT Policy Strategy 9.6)
- 4.9. Collaborate and engage with a range of stakeholders through national and international events, involving external organizations and entities. (National ICT Policy Strategy 9.8)
- 4.10. Contribute to the National ICT Policy Monitoring and Evaluation Framework (National ICT Policy Strategy 9.12)
- 4.11. Provide training to staff and students about online safety and security, and the associated risks of scams, phishing, violent and adult content, and cyber bullying
- 4.12. Encourage educational institutions to employ or share a dedicated, skilled IT personnel to manage educational institutions IT resources including computer labs, allowing IT teachers focus on students, thereby preventing teacher overload and promoting effective management of valuable technological assets and initiatives.
- 4.13. Encourage educational institutions to employ or share dedicated IT teachers.
- 4.14. Engage national and provincial officers in the rollout of ICT technology and training to educational institutions.
- 4.15. Provide and promote digital literacy as a key element of teacher continuous professional development, focusing on the effective use of online resources and educational technologies to enhance teaching delivery, foster interactive learning, and support teachers in adapting to evolving digital tools for improved classroom outcomes.
- 4.16. Incorporate digital literacy skills into teacher job descriptions to ensure educators are equipped to effectively integrate technology into teaching and learning.

- 4.17. Incorporate basic ICT skills into the primary and secondary school curricula by introducing foundational digital competencies such as word processing, internet research, coding, online safety, and digital communication, progressively building students' technical abilities to prepare them for a digitally-driven future.
- 4.18. Incorporate ICT into the curriculum for the School of Education (SOE) to ensure that all graduate teachers acquire foundational ICT skills, including the effective use of educational technology, digital tools for teaching, and online safety, preparing them to integrate technology into their classrooms and enhance student learning outcomes.
- 4.19. Promote collaboration between SOE and PSET institutions to provide a roadmap of standard ICT training courses at different levels for teachers and staff.
- 4.20. Promote the use of acceptable use agreements for staff and students, ensuring compliance with ICT policies before using technology in educational institutions, and guaranteeing that all ICT equipment is used solely for official educational purposes.

POLICY IMPLEMENTATION

Mechanisms

The mechanisms for the implementation of the MOET ICT Policy by the Ministry of Education (MOET) are designed to ensure effective coordination, monitoring, and evaluation of ICT initiatives across the education sector. Key mechanisms include the establishment of a dedicated ICT Task Force, comprising representatives from the MOET, provincial education offices, and educational institutions administrators, tasked with overseeing the policy's execution and addressing challenges that may arise. Regular meetings and workshops will be conducted with educators and administrators. Additionally, a comprehensive feedback system will be implemented, allowing stakeholders to report their experiences, challenges, and suggestions for improvement. Data collection and analysis will be conducted through surveys and the Vanuatu Education Management Information System (VEMIS) to track progress and inform decision-making. By fostering collaboration among stakeholders and leveraging data-driven insights, these mechanisms aim to create a sustainable framework for enhancing educational outcomes through technology in Vanuatu.

Monitoring

Monitoring of the effective implementation of the Policy will be a continuous and systematic process to ensure the policy objectives are met. The MOET's PPD and ICT Units, supported by provincial and institution -level ICT officers, will track the progress of ICT integration in teaching, learning, and administration. Regular data collection through surveys and the Vanuatu Education Management Information System (VEMIS) and feedback from institution-level stakeholders will allow for assessment of ICT infrastructure, software usage, and capacity-building initiatives. Periodic reporting will provide insights into successes, challenges, and areas for improvement, enabling timely adjustments to the strategy. Monitoring will also include assessing the compliance with national standards and ensuring progress towards the policy's goals of enhanced digital literacy, improved access to technology, and overall educational advancement through ICT. The Monitoring and Evaluation (M&E) Framework includes several Key Performance Indicators (KPIs) for this Policy that are presented within the Implementation Plan.

Reporting

In the National ICT Policy for the Ministry of Education (MOET), Reporting plays a critical role in ensuring accountability, transparency, and informed decision-making across the education system. Schools are encouraged to use ICT tools to record data on key metrics, such as student performance, attendance, and ICT resource utilisation. Standardized reporting frameworks will be implemented, allowing data to be collected at the national, provincial, and institution levels, ensuring uniformity and comparability. The use of data analytics and reporting systems, including dashboards and automated reports, will support educational institution leaders, administrators, and policymakers in monitoring progress, assessing outcomes, and guiding strategic planning. Regular reports will also contribute to continuous improvement efforts, enabling the Ministry to address challenges promptly and ensure effective use of ICT resources in education.

Review and Evaluation

In the MOET ICT Policy, Review and Evaluation are essential components to ensure the effectiveness and relevance of ICT initiatives within the education sector. A structured framework will be established for the ongoing assessment of ICT programs, resources, and strategies to identify strengths, weaknesses, and areas for improvement. Regular evaluations will involve stakeholder feedback, performance metrics, and comparative analysis against established benchmarks and best practices. This process will facilitate evidence-based decision-making, allowing the Ministry to adapt and refine ICT policies in response to emerging trends, technological advancements, and the evolving needs of students and educators. Additionally, periodic reviews will ensure that the implementation of ICT initiatives aligns with the overall goals of enhancing educational quality, accessibility, and equity across all levels of the education system in Vanuatu.

Resources

Sufficient and appropriate resources are recognised as fundamental to the successful integration and implementation of technology in education. This encompasses the allocation of financial, human, and technological resources to support educational institutions in adopting and maintaining ICT infrastructure. The Ministry will work to ensure equitable access to minimum standard hardware, software, and internet connectivity across all educational institutions, particularly in remote and underserved areas. Additionally, investment in training and professional development for educators is essential to empower them to effectively utilise ICT tools in their teaching practices. By fostering partnerships with local and international organisations, the MOET aims to enhance resource availability, facilitate knowledge exchange, and ensure that educational institutions are well-equipped to leverage technology in support of teaching and learning objectives. Furthermore, a sustainable model for resource management will be established to ensure long-term viability and adaptability of ICT initiatives in the educational landscape of Vanuatu.

Launching this policy

The launching of the MOET ICT Policy marks a significant milestone in Vanuatu's commitment to enhancing educational outcomes through technology. This initiative will be formally introduced through a series of awareness campaigns, workshops, and communications aimed at key stakeholders, including educators, educational institution administrators, and government officials. The MOET will collaborate with various partners to disseminate information about the policy's objectives, benefits, and implementation strategies. Additionally, the launch will involve the establishment of a dedicated task force responsible for overseeing the rollout of ICT initiatives across educational institutions, ensuring that all stakeholders are adequately supported and equipped to embrace the changes. By fostering a collaborative environment and providing ongoing resources, the MOET aims to create a culture of innovation and continuous improvement in the education sector, ultimately enhancing the learning experiences of students throughout the nation.

APPENDIX A - RISK MANAGEMENT

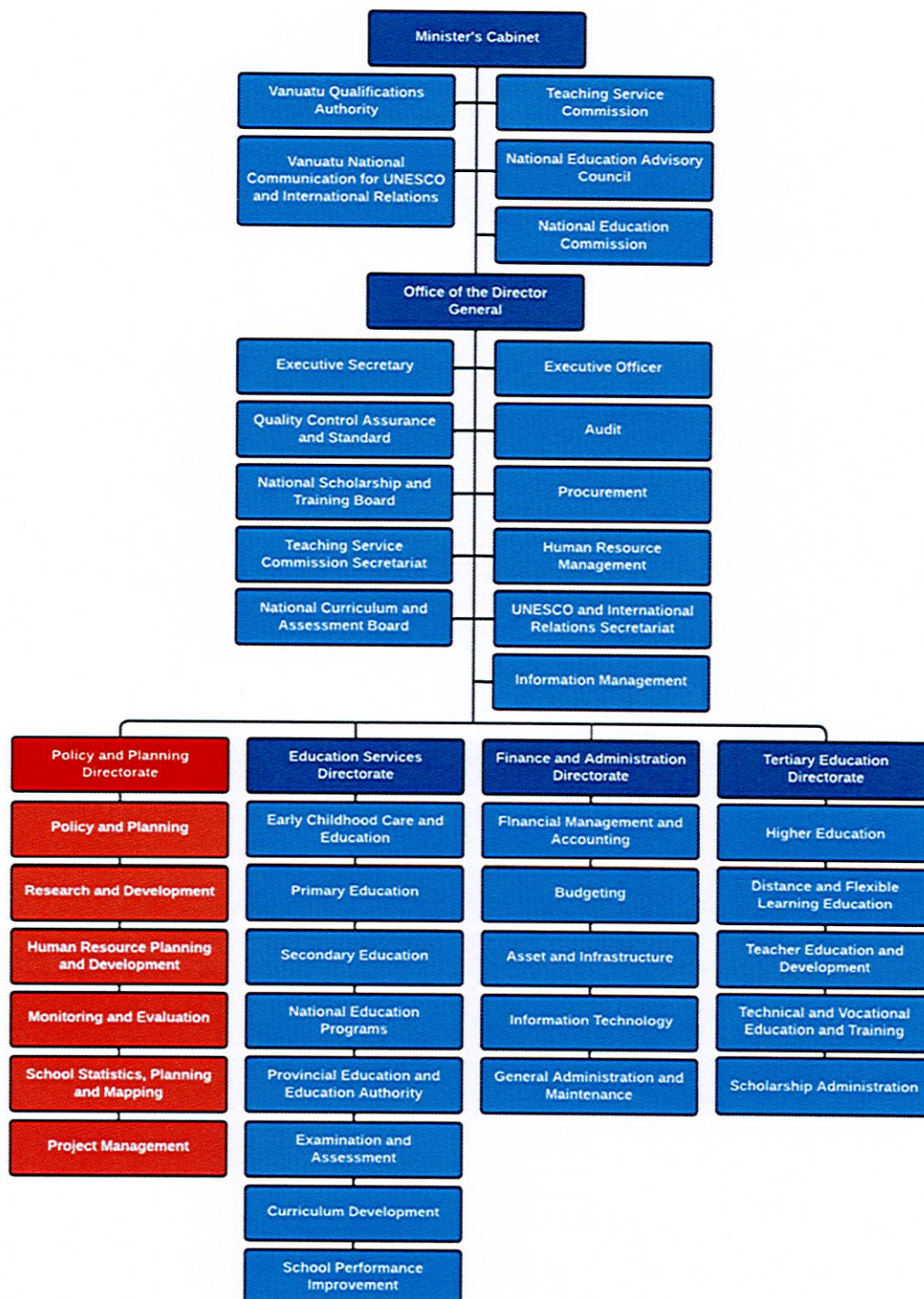
The following table show the risk management matrix for the ICT Policy.

Risk/Activity	Risk Level	Implications	Mitigation Plan
Full understanding of policy requirements and actions to be taken	Moderate to High	Inconsistency of implementing the policy	Conduct/strengthen awareness workshops; continuous monitoring and support by School Inspectors and MESC divisional staff
Availability of ICT equipment and reliable network access	Moderate to High	Everyday activities and campaigns cannot be executed as required	Secure sufficient funding from budget and donor support; continuous monitoring and cooperation with network service providers.
Training and ongoing support for ICT supervisors and teachers	Moderate to High	Everyday activities and campaigns cannot be executed as required	Secure regular trainings and helpdesk support, strengthen communication with staff at educational institutions through network portals and dedicated communication channels
Availability of applications and resources relevant to the curriculum	Moderate to High	Policy objectives will not be achieved - no positive impact on students' learning	Conduct workshops for curriculum officers and teachers to strengthen capability for resource related research and development
Sustainability of policy communication campaigns	Moderate to High	Policy objectives will not be achieved; awareness and skills will not develop as needed	Adequate activities to ensure sustainability to be included in the campaign design - campaign management, monitoring and revision to be set as ongoing tasks
Monitoring	Moderate to High	Policy issue areas cannot be solved	Monitor educational institutions for changes that reflect the policy is fully integrated in their planning.

Risk/Activity	Risk Level	Implications	Mitigation Plan
Resistance of staff to change past practices	High	Ineffective implementation of the policy Minimal and no improvement from policy implementation over time	Change the mind-set of staff, principals and teachers through correct and open communication by building relationships of trust. Ensure senior management are of the same understanding of the policy requirements

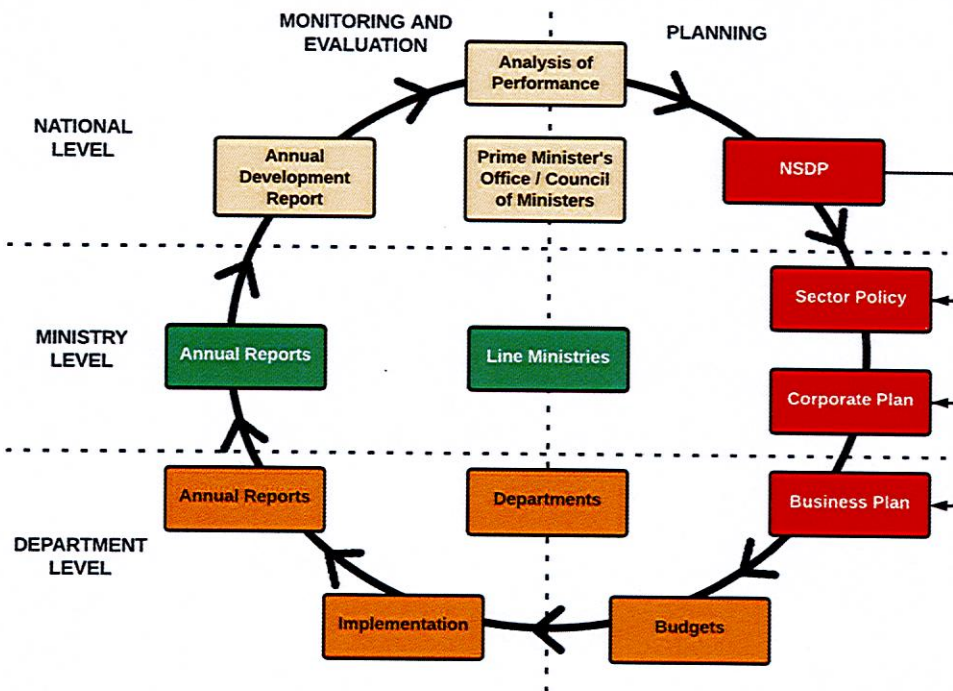
APPENDIX B - MOET ORGANISATION STRUCTURE

The following diagram shows the MOET organisational structure:



APPENDIX C - MONITORING AND EVALUATION

The following diagram shows the National Sustainable Development Plan (NSDP) Monitoring and Evaluation (M&E) framework:



APPENDIX D - IMPLEMENTATION TIMELINE

The following table show the implementation timeline.

Phase	Action	Timeframe
Endorsement Phase	Finalise ICT in Education Policy	6 months
Awareness Phase	Prepare and conduct awareness campaigns	12 months
Execution Phase	Create a detailed implementation plan with assigned responsibilities	18 months
Monitoring Phase	Full monitoring of all activities	24 months
Review Phase	Evaluate on the effectiveness of policy	30 months