



**Ministry of Education & Training
Government of Vanuatu**



VANUATU Education and Training Sector Strategic Plan

2021-2030



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ACRONYMS AND INITIALISMS

CDU	Curriculum Development Unit
CLICC	Computer Lab and Information Communication Centres
COM	Council of Ministers
CSOS	Civil Society Organizations
ECCE	Early Childhood Care and Education
ETSA	Education and Training Sector Analysis
HPS	Health Promotion Strategies
HRMIS	Human Resource Management Information System
ICT	Information and Communications Technology
ISU	In-Service Unit
LEG	Local Education Group
M&E	Monitoring and Evaluation
MOET	Ministry of Education and Training
MOUS	Memorandum of Understandings
MQS	Minimum Quality Standards
NHRDP	National Human Resource Development Plan
NSDP	National Sustainable Development Plan
NSIDP	National School Infrastructure Development Plan
NTDP	National Teachers Development Plan
OV	Open VEMIS (Vanuatu Education Management Information System)
PEOS	Principal Education Officers
PILNA	Pacific Islands Literacy and Numeracy Assessment
PPD	Policy and Planning Directorate
PSC	Public Service Commission
PSET	Post-School Education and Training
SDG	Sustainable Development Goal
SIP	School Improvement Plan
TRBR	Telecommunications and Radio Broadcasting Regulator
TSC	Teaching Service Commission
TVET	Technical and Vocational Education and Training
VANSTA	Vanuatu National Standardized Test of Achievement
VEMIS	Vanuatu Education Management Information System
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
VNQF	Vanuatu National Qualifications Framework
VQA	Vanuatu Qualifications Authority
WASH	Water, Sanitation and Hygiene

The Vanuatu Education and Training Sector Strategy (VETSS) 2019-2030 was developed to align with and respond to the strategic direction and intent of the National Sustainable Development Plan 2016 to 2030 (The People's Plan).

The VETSS has been developed by the Ministry of Education and Training (the Ministry) through a process that involved extensive research of the current situation in the Ministry and resulted in the completion of an Education and Training Sector Analysis (ETSA) to inform the current status of the sector to support overall decision-making.

The VETSS 2019-30 provides long term direction for the sector as a whole, but also direction for various Directorates and Work Units to focus their efforts to ensure that, within the Ministry and as a country, we commit to delivering on the United Nations 2030 Agenda for Sustainable Development Goal 4 of the Sustainable Development Goals: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The VETSS 2019-2030 has been developed by the Ministry for the Ministry. Owning the process and preparing relevant strategic documents, is a step forward in self-reliance, responsibility, accountability and ownership. The Policy and Planning Directorate (PPD) planned and managed the process resulting in the development of the VETSS. They were supported in the process by development partners (Global Partnership for Education - GPE, UNICEF and DFAT). The process also supported the strengthening of research and analysis capacity.

The VETSS is a critical step in the Ministry's planning; it responds to national strategic and policy directions in the Peoples Plan, it provides guidance and direction for a coordinated approach to the three-year Corporate Plan, and annual business plans, and it provides a focus for Provinces and Schools to see their work and priorities reflected at a national level. The objective of this Plan is to improve education for all in an efficient and effective way.

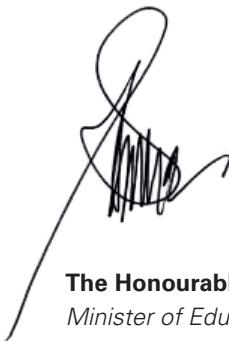
The VETSS provides the direction and set priorities, taking into account the different key policy areas such as teacher quality, school subsidies, inclusive education, plurilingualism, infrastructure, curriculum, minimum standards, evidence-based policies, management systems, monitoring and evaluation, rationalization of resources, devolution, governance, partnerships and communication.

Education and training is the key to a better and innovative future, protection of our culture and identity, and the development of each and every individual, community, society and the nation as a whole. Through education we are able to build the capacity of every Ni-Vanuatu to take responsibility for themselves, and where each individual has the opportunity to succeed, exercise their rights and contribute to the overall development of Vanuatu.

We are living in a dynamic socio-economic system and are not immune to circumstances outside of our control. The world around us is changing and presenting us with new challenges, especially to our cultural values. We must be proactive in responding to these challenges. We need to: (i) engage with communities in maintaining our uniqueness and through education, and (ii) build a Vanuatu for the future. This VETSS acknowledges that responsibility and challenge, setting out a common vision and associated goals for the next ten years. These will only be delivered through partnership between the government and the people, and with support from development partners.

The goals are simple, but the task over the next decade is complex and challenging. If we all understand our role, and commit wholeheartedly to achieving these goals, we will succeed.

We invite you to join us on this Journey.

A handwritten signature in black ink, appearing to read "Simeon Seule".

The Honourable Simeon Seule,
Minister of Education and Training

It is with great pleasure that I would like to thank the Core Technical Team (CTT) and the Policy and Planning Directorate (PPD) for their outstanding work in the development of the Vanuatu Education and Training Sector Strategy (VETSS) 2020-2030. The Policy and Planning Directorate (PPD) planned and managed the entire process that led to the final achievement of VETSS.

I also wish to express my sincere thanks to our two key partners, UNICEF as a financial partner, and the Australian Government's Department of Foreign Affairs and Trade (DFAT), which coordinated the Vanuatu 2020-2030 VETSS project with a financial support from the Global Partnership Education (GPE) Funds. Your positive collaboration has brought the MoET great satisfaction.

I would also like to acknowledge the Local Education Group (LEG) for providing considerable coordination for the sectorial analysis of the Ministry of Education and Training and for the development of the sectorial strategy of the Ministry of Education and Training (VETSS) 2020-2030. You responded positively to all LEG meetings and you were able to provide support, comments and approval for this document.

Finally, I would like to thank all the staff of the MoET, and the other development partners and relevant stakeholders for all the necessary feedback you have shared with us that has enabled us to develop an innovative sector strategy that includes a budget scenario for the next ten years.

With all my thanks,



Bergmans Iati
Director General
Ministry of Education and Training

1.

Overview of the *Education and* *Training Sector*

1.1. Context

Vanuatu consists of 83 dispersed islands and is assessed to be the most disaster-prone country in the world, regularly experiencing earthquakes, tsunamis, volcanoes, cyclones and floods. It relies on subsistence agriculture which is frequently destroyed by the many natural disasters it faces, which now includes rising sea levels and sea temperatures due to climate change, both of which threaten the livelihood of Ni-Vanuatu. These realities of life in Vanuatu make the logistics and management of public services, particularly challenging. Education is the most far reaching service the government supports. The Education Sector is the largest government service deliverer and employer in Vanuatu. Education is funded by parents and communities, churches, and the government with support from donor partners. Christian values have a strong presence in most communities.

The Vanuatu's estimated population is 272,459 (2016), with a growth rate of 2.3%. Much of the population is dependent on subsistence agriculture and a subsequent informal economy, leading Vanuatu to be considered a '*Least Developed Country*'.

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 schools. Since Independence (1980), the French and English bureaucracies have merged over time and Education is administered under the one Education Act (No 9. 2014), which is responsible for all aspects of education in Vanuatu. A significant remnant of colonial influence is the plural-lingual nature of the community and therefore education. Bislama (local pidgin) is the common language of communication across the country, children are educated in French or English schools, and a language policy exists which encourages students to begin the early years in vernacular before transitioning to French and English.

The Ministry has been functioning under an Interim VETSS 2017-18 for the past two years. The development of the current VETSS provides a coherent framework that allows for the continuity and consolidation of on-going activities designed to address challenges and issues. The VETSS supports the policy directives issued by the Minister in August 2016. The VETSS also aligns to support and respond to the National Sustainable Development Plan 2016 to 2030.

The Interim VETSS 2017-18 was developed and implemented with a view to a longer-term VETSS 2019-30 being developed in 2018. The current VETSS is based on a comprehensive sector analysis including in-depth consultation with key stakeholders. The work was supported by the Global Partnership for Education (GPE) with the PPD within the Ministry taking a leadership role to complete the analysis and develop the VETSS.

During the period of the Interim VETSS (2017-18), planning processes within the Ministry have matured. A key result has been the development of a results framework and associated monitoring and evaluation system to support the three-year Corporate Plan and annual business plans. The alignment of planning and budgeting functions within the Ministry is ongoing, and the development of the VETSS 2020-30 will facilitate greater connection with the existing Corporate Plan 2018-20 for the upcoming planning and budgeting cycle.

School Improvement Plans (SIPs) and Provincial Plans are a focus for the Ministry and the VETSS 2020-30. The VETSS supports the decentralization process overall and the development of SIPs and Provincial Plans are a core product of that support. The VETSS provides clear policy directions which ensure consistency and clarity of purpose and action across the Ministry.

1.2. Summary of ETSA

In line with international good practice, and the guidance provided by the Global Partnership for Education, the development of the VETSS ('Education Sector Plan') has been informed by an in-depth Education Sector Analysis, undertaken by the Ministry of Education and Training, the ETSA (Education Sector Training Analysis), led by The Policy and Planning Directorate (PPD), and overseen by the SMT, Director General, and The Minister. As noted previously, this was to ensure that the development of the VETSS was clearly underpinned by a robust analysis, to ensure it demonstrably meets the distinctive needs of the education system in Vanuatu.

The following provides a brief overview of the ETSA, for ease of reference, to demonstrate the process by which it has informed the subsequent development of the VETSS. This has been a government owned, and led, process, with a dedicated team overseeing the process end-to-end within the Planning and Policy Directorate, with close oversight from the Senior Management Team, the Director General, and the Minister. In line with good practice, and the guidance of the GPE, both the development of the ETSA, and the VETSS, have drawn on a systemic process of engaging stakeholder participation, to inform the development of the final sector plan:

Context

Vanuatu comprises over 80 islands, with a population of c. 272,459¹, (according to the last national census in 2009). The country has an average annual growth rate of c. 2.3 percent, and c. 75% of the population live in rural areas, primarily living on a subsistence basis; however, the trend from 1967 to 2016 suggests that the urbanization is constantly increasing, while the rural population is decreasing.

The administration of the education system is directed by the Education Act (No. 9 of 2014). The education sector in Vanuatu inherited a dual language system in the 1980 from the British and French condominium government. Recently, the government developed a policy requiring the usage of vernacular languages in the lower levels of primary education.

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 influences, and places significant pressure on, the education system. Primary provision continues to account for the larger proportion (c. 59%) of students in the system in a given year. There is slightly less participation in the pre-school, and secondary school, components. A large proportion of pupils are recorded as dropping out, or leaving the education system, in the junior secondary level.

The trend pointing to steeper population growth in urban areas allows drives a higher demand for schools in urban centres, such as the cases of Port Vila and Luganville, where the population already exceeds 67,700 people. This pressure may indeed become stronger if the expected increases in enrolment rates and school attendance at preschool and basic levels are confirmed, together with anticipated reduction in absenteeism and drop-out rates.

1. Post Pam Mini Census report 2016, Vol 1.

However, poverty levels, housing conditions, water and electricity supply, food and nutritional quality may continue to hamper Vanuatu's educational development, despite the substantial progress achieved by the country to date.

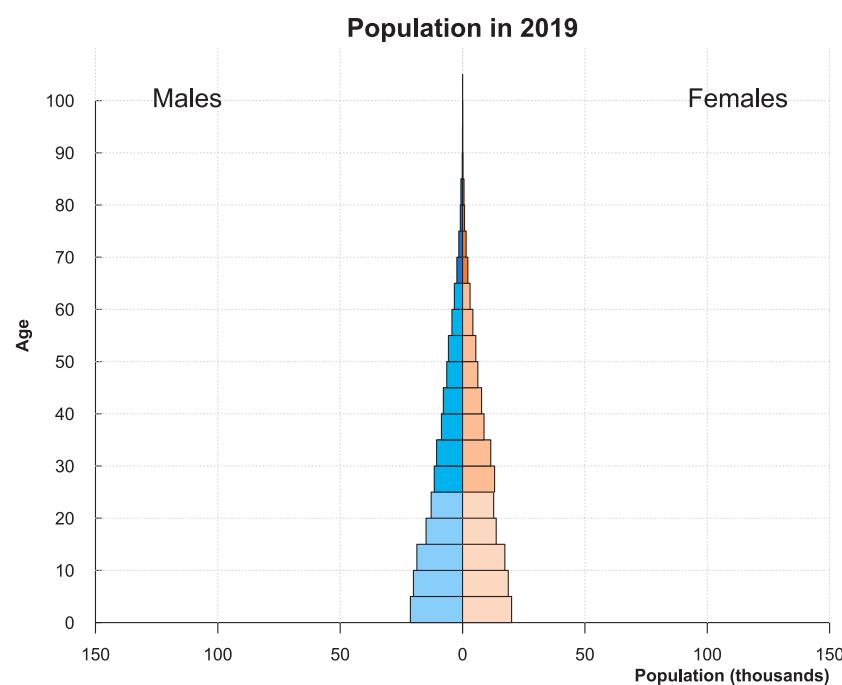
Thus, it is considered crucial that Vanuatu authorities face education and social policies as key priorities for the country's growth and development. Only a healthy, educated and skilled population can build a modern and sustainable economy based on the private sector, to lead the country to increased prosperity. Therefore, strengthening the education budget together with a careful monitoring of expenses – so as to spend more, more effectively – will be required moving forward.

Demographic and Macroeconomic Context and Projections

The last full census in Vanuatu was undertaken in 2009, and a mini-census was completed in 2016. Most recent estimates put the total population of Vanuatu, around 304,000 people.

The population of Vanuatu is generally young, with the majority of people being younger than 21:

FIGURE 1: **Vanuatu population pyramid 2019 est.**



Source: (UN DESA, World Population Prospects, 2019)

The country's growth rate is estimated to be 2.4% or 3.82 births per woman. The rate has been declining over the last 60 years, but is still relatively high in global comparison.

Building on UN projections, Vanuatu's population is estimated to reach 344,305 by 2025, and 383,373 by 2030 – the last year of this VETSS.

01 OVERVIEW OF THE EDUCATION AND TRAINING SECTOR

In terms of school-attending pupils, including those that are of school-age, in 2018, there were:

Stage	Total enrolled (2018)	Out-of-School (2018) ²	Total in Population (2018 est.)	Net Enrolment Growth (2017-2018)
ECCE	15,661	16%	18,600	4.9%
Primary 1-6	52,789	8%	57,400	7.7%
Secondary 7+	19,983	58%	34,500	3.9%
PSET	2,055	N/A	N/A	-10% (+8% previous year)

Source: (Vanuatu Statistical Digest Report)

It can therefore be assumed that Vanuatu will require a substantial number of additional school spaces in the coming years to accommodate all children joining the education system. The following table provides some estimates of the spaces needed.

	Total (2018)	Low growth estimate (pop. growth)	Net Low difference by 2030	High growth estimate (2018 enrol. growth)	Net high difference by 2030
ECCE	15,661	2.4%	5,656	4.9%	13,507
Primary	52,789	2.4%	19,064	7.7%	85,678
Secondary	19,983	2.4%	7,216	3.9%	12,877
PSET	2,055	2.4%	742	8% (2017)	3,534
Total	-	-	32,678	-	115,595

Source: (Vanuatu Statistical Digest Report)

In order to accommodate the estimate increase in enrolment, this will require substantial investments into the education infrastructure in Vanuatu, which are further reflected in this strategic document.

2. It is worth noting that the net gross enrolment rates for all stages of education are over 100%. This is due to many children attending education levels not appropriate for their age.

Student Participation and Progression by Sub-Sector

Due to the island-state nature of the country, with many remote and isolated populations, education is **not compulsory** in Vanuatu. This, however, creates additional challenges for achieving universal access and participation in the education sector. Particularly within ECCE and Primary education.

A recent statistical analysis undertaken by the Ministry revealed the following results:

Year	ECCE	Primary 1-6	Secondary 7+	PSET	Total
2016	8,800	44,965	18,408	2,122	74,295
2017	14,921	49,005	19,231	2,291	85,448
2018	15,661	52,789	19,983	2,055	90,488

Source: (Vanuatu Statistical Digest Report)

In terms of enrolment change, the country has seen a significant increase in enrolment in 2018 as compared to 2017. 2019 statistical analysis is still being completed, but most trends appear to continue.

Total Enrolment	Indicator (2017-2018)
School Enrolment in ECCE	4.9% Increase
School Enrolment in Primary	7.7% Increase
School Enrolment in Secondary	3.9% Increase
Total enrolment ECCE – Urban Schools	12.3% Increase
Total enrolment ECCE – Rural Schools	3.4% Increase
Total Enrolment Primary – Urban Schools	14.3% Increase
Total Enrolment Primary – Rural Schools	6.3% Increase
Gross Intake Rate in primary Year 1	154%

Source: (Vanuatu Statistical Digest Report)

Access

Access to education overall, has also shown significant progress for the last three years analysed:

Indicator	2016	2017	2018
Total % of student attending in ECCE, Primary and Secondary schools	N/A	N/A	92%
Percentage of entrants in Primary Year 1	77.3%	88.8%	89.1%
Gross Intake Rate in Primary Year 1	123%	150%	154%
Net Intake Rate in Primary Year 1	45%	49%	60%
Transition Rate from Year ECCE to Year 1	N/A	102%	79.3%
Transition Rate from Year 6 to Year 7	N/A	78.2%	82.8%
Transition Rate from Year 10 to Year 11	N/A	64.4%	59.7%
Transition Rate from Year 12 to Year 13	N/A	63%	68.5%

Source: Open VEMIS, 2018.

Participation

In terms of participation in the education sector, there is a gap between Gross Enrolment Rate and Net Enrolment Rate in ECCE and Primary Education. This is primarily due to a large number of overage students in both levels – and is a strategic issue the ministry is addressing through this VETSS.

However, there have been a number of significant improvements in the past period, particularly with regards to the percentage of out-of-school children aged 4-5 years, which has dropped from 56% in 2016 to 16% in 2018. In primary schools, the percentage of out-of-school children has been reduced from 13% in 2016 to 8% in 2018. This reduction has been achieved primarily thanks to an effective School Grant Scheme that was introduced in 2010 for primary schools and in 2018 for ECCE.

The following statistical overviews illustrate the changes to participation within the Vanuatu education system:

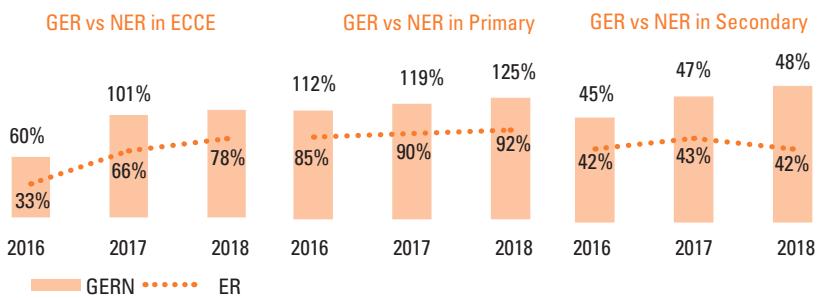


FIGURE 2: GER and NER in ECCE, primary and secondary school, 2016 – 2018

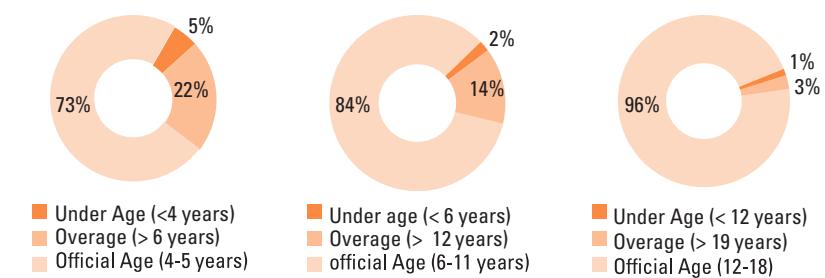


FIGURE 3: Percentage of under and overage students in the system, 2018

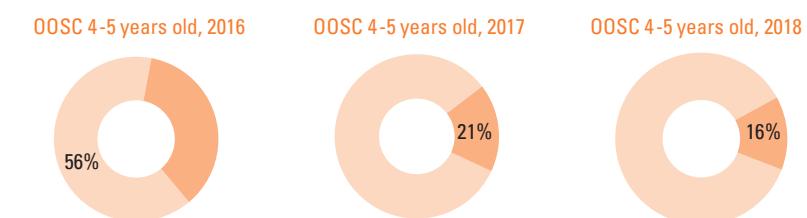


FIGURE 4: Out-of-school children in ECCE, 4-5 years old, 2016 - 2018

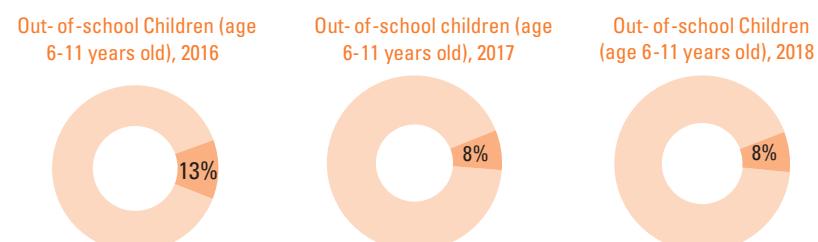


FIGURE 5: Out-of-school children in primary school age 6-11 years old

Enrolment, Retention and Out of School Children

The total population of Vanuatu has continued to grow in recent years, particularly the population of people under the age of 15 (school age children). As a result, enrolment of students in schools has increased considerably during this time, mainly at primary school level. The surge of students currently in ECCE in 2017 and 2018 suggests that in 2019-2021, an even larger number of children will be entering primary school. This will have impact upon not only students but also the need for classroom infrastructure, teachers and also learning materials (curriculum tools). Furthermore, the evidence collated suggests enrolment rates will continue to rise, placing significant pressure on existing resources, as there are not currently enough secondary schools to accommodate all students. As such, MoET needs to increase access to secondary schools in order to increase the opportunity for students at that level.

The GER for the primary level is well over 100%, indicating a large portion of overage and underage children enrolling into primary schools. The Ministry has launched a national campaign: 6 Year, Class 1 to promote the enrolment of children at the right age. The NER at all levels is below 100%. Secondary level has the lowest NER, at 44%, and this illustrates internal efficiency related issues at that level of education. Natural disasters are affecting the enrolment and participation of children in schools. With disasters like cyclone Pam and Ambae Volcano, all provinces experienced a slight decline in enrolment at all levels of education. Furthermore, in areas where there is a small population (e.g. Torba province), enrolment in schools is lower.

In terms of retention, not all children/students who entered school at a particular level stayed and completed that level. A significant proportion of students leave school earlier than expected. Mother tongue-based education needs to be promoted to improve retention, reduce drop outs, and inform key issues and strategies in its implementation, particularly in ECCE.

The enrolment statistics from the past 7 years indicates that enrolment rates for boys and girls were relatively similar from 2010 to 2015. From 2016 onwards, the number of girls enrolled in early childhood education and primary levels was much lower than that of boys' enrolment, suggesting that when family income is impacted by external events such as disasters, school fees for boys' education is still prioritized over girls. Nevertheless, despite the preference to educate boys, in 2017 and 2018, the numbers indicate that female enrolment in senior secondary schools is increasing and male enrolment is declining. In addition, more boys turn to dropout from the secondary schools in Vanuatu than girls, and, given the lack of policies to address this issue, it is recommended that specific policies and programs be developed to address issue of gender parity in secondary education

Further recommendations relate to the provision of more training opportunities for unqualified teacher in basic education to improve the quality of teaching/learning processes and in turn improve children's learning, as well as increasing funding to address the gender gap in education levels and to explore provision of basic school supplies to needy children. Schools could also be linked to partners or donors that can provide school supplies for ECCE up to secondary level.

Cost and Financing

The ETS is a priority sector for the Vanuatu Government and the nation as a whole with majority financial, human, and material resources being invested. At a broader view, the MoET spends the intended budget as planned, but when dissected, its spending trend highlights deviation from stated priorities.

The ETS manages the largest number of civil servants in Vanuatu and, as such, often has challenges in managing the payroll expenditure. According to the 2015 MoET financial report, 90% of the total payroll was allocated to teachers alone, who were assigned to only government and government-assisted schools. The payroll budget is the largest component of the MoET budget, yet the most vulnerable; and needs school structure to be finalised and implemented.

There are internal systematic challenges within the MoET that need to be considered to be addressed and account for in detail. The MoET senior management has significant roles in the management of annual work plans and its resources annually. The 2013 to 2017 MoET annual budget has been supported by the development partners funding targeting specific AWP activities. Almost 80% of the MoET budget annually is for personal emoluments, as such stringent measures on recruitment, placement, transfers and replacement process should be closely monitored and adhered with. The budget structure needs to be reviewed, and aligned with reporting needs.

Datasets of the staffing details is a challenge to comprehend as the primary sources is an external source (DoFT). Since large data for training was sourced from external sources, all other data pending should be transferred to OV database.

Cross-Cutting Issues

SECTION 1:

Gender Equity and Inclusion in Education



Eliminating gender inequalities in education is an important goal of the Ministry of Education and Training. This commitment is detailed in the Ministry's Interim Sector Strategy (VETSS 2017 – 2018). Education is recognized as playing a key role in a sustainable, social and economic development. It is a human right and an essential tool for achieving equality, development and peace. A gender Based Violence (GBV) module has been developed by Vanuatu Education Sector Program (VESP) in collaboration with MoET; this will be used as an awareness raising exercise for MoET officers and those working in the education sector. It is believed that this will help combat domestic and gender based violence which has been shown to impact children's continuous access and participation in education. To further strengthen gender equity and inclusion in education, it is recommended that MoET builds a gender, evidence-based understanding of education in Vanuatu; ensures that schools and school materials promote equitable learning and performance; addresses issues of security, particular for girls and women; fosters girl's and women's participation in higher education and links to post education employment; as well as ensures the full participation of girls and women across all levels of a balanced, gender equitable education system in Vanuatu.

The Ministry of Education and Training also has a Child Safeguarding Policy (2017 – 2020) that clearly defines core principles and beliefs on safeguarding children. It establishes procedures and practices that need to be undertaken to meet the commitment of keeping children safe and to manage suspected cases of child abuse. It is recommended that MoET must implement and strengthen its child safeguarding through raising awareness on the child safeguarding policy; coordinating capacity building on child safeguarding/protection; coordinating compliance in line with the child safeguarding policy; and establishing child protection and gender focal points within the provincial and school level.

The Ministry of Education and Training (MoET) also has an Inclusive Education Policy (2010 -2020) that supports and complements the Ministry of Justice and Community Services through its Disability Policy (2018 – 2025) which advocates for equity of treatment to disadvantaged, vulnerable, marginalized and stigmatized groups. The conventions and agreements such as Convention on the Right of Child (CRC) and Convention on the Right of Person with Disability (CRPD) which Vanuatu had ratified are the signposts to provide and integrate approaches to bring out the usefulness and capability of all children. It is recommended that MoET must strengthen its policy and its implementation in order to guide the national government to identify barriers to inclusive education and have measures in place to address those barriers; provide appropriate materials, equipment and tools for children with special needs; continue to train primary and secondary schools teachers with technical teaching methods and skills to identify and assist children with special needs; and include Washington questions in the Open VEMIS.

Cross-Cutting Issues

SECTION 2:

Vanuatu Education Management Information System (VEMIS)



Vanuatu Education Management Information System (VEMIS) is a database used by the Ministry of Education and Training for collecting, storing and analysing Education data for planning, monitoring and decision-making purposes. It is an important tool that helps the Ministry to better manage its responsibilities and resources. The data are used to guide the development of policies and provides basis of evidence-based decision making within the Education and Training sector. VEMIS database is able to capture all Education data available at School, Provincial and the Central level to provide for all data user's needs, at local, national and international levels.

However, there are some key challenges that are still to be addressed, specifically with its implementation, usage and the ongoing technical development of the system. In order to address the issues and challenges faced with development of Open VEMIS, the MoET must ensure all school principals are trained to use OV as the exclusive tool for use in schools to manage school data. As such, capacity building should be provided for School Principals who lack basic computer skills to ensure they understand OV and can operate the system to manage school data. In addition, all MoET officers ought to be trained to use OV as the common trusted source of Education information. Furthermore, OV is the MoET centralised database which integrates all MoET data. Therefore, all units who collect and use data should use only OV to ensure transparency, consistency, reliability and accuracy of all ministry data. This data is then available, when appropriate to all stakeholders. As such, all Schools must use OV for storing and managing school data and not install alternative systems. The OV Software is free of charge and information stored in OV is accessible and shared across all levels from school to central level. However, poor internet connection in some schools is still an issue that needs to be addressed at high level with the network providers (TVL and Digicel). Finally, the ongoing development of OV to meet specific Ministry needs and priorities needs to be understood and supported. These includes improving OV capacity to report, identifying information needs; and developing Ministry officers' capacity to understand, own, and use data for evidenced based policy development.

Cross-Cutting Issues

SECTION 3:

Record Keeping Files or Hard Copy Files



Record keeping or Hard copy files which are developed and recorded outside of Open VEMIS, such as those collected from Human Resources Unit (HR), Teaching Service Commission (TSC), Finance Unit, PPD, Education Services and Provinces, are currently managed and kept within the executive secretaries of each unit. With the systematic development of Open VEMIS, it is clear that the haphazard collection, storage and maintenance of hard copy files need reviewing and rationalising. As well as deciding 'what' needs to be kept, the question of who is responsible, how and where it is housed must be considered. This rationalisation needs to be mindful of what does not need to be duplicated, given Open VEMIS' capacity, and what originals must be kept for reference or to comply with Regulations. An audit of Open VEMIS capacity needs to be undertaken to assess current practice, quality, security, consistency and location of hard copy files at the school, provincial, unit, division, TSC, Director General and Ministerial levels.

SECTION 4:

Communications



The Ministry uses a variety of strategies for internal and external communication. These methods have developed over the years with varying degrees of effectiveness and efficiency. As in many cultures, the preferred method of communication is face to face talk. Where that is not possible, Vanuatu like many developing countries has embraced the use of email and text which are the next best thing to 'face to face'. However, MoET does not have an approved communication policy and/or strategy. Therefore, it is recommended that a communication policy and/or strategies be finalised and approved to guide the processes and protocols of communication for the Education sector. This policy should provide clear guidelines and protocols on communication format, letterhead and rules on record keeping. Clear principles on the use of emails and social media are also needed. Finally, MoET needs to continue to advocate for better internet connection for all schools as a priority to facilitate flow of communication from school to central level.

Cross-Cutting Issues

SECTION 5:

Disaster Management and Climate Change



The Republic of Vanuatu is one of the most vulnerable nations in the world to natural disasters, due to its geographical location on the 'ring of fire' and in the 'cyclone belt' of the pacific, and its archipelagic geological characteristics and wide distribution of its 83 islands, of which 63 are inhabited. In addition to the ever present vulnerability to the various hazards, Vanuatu has limited financial and technical capacity to respond to the inevitable human needs and financial demands at such times.

TC Pam and the national and international response highlighted the need for improved risk reduction and preparedness in all sectors, including education. There is real need to mainstream disaster management and climate change in all sectoral policies. As disasters become everyone's business, there is also need to ensure better coordination among the MoET line ministries and other stakeholders to address disasters and to be better prepared and able to more effectively respond to disasters. The risks posed by hazards can only be effectively reduced and managed as part of a sustainable development process that adopts a broader and more integrated approach to Disaster Risk Reduction and Disaster Management (DRR & DM). This will involve the proactive management of disaster risks and reduction of vulnerability, expanding beyond the traditional approach to disaster preparedness, response and recovery, and adopting a strategic approach to improve and strengthen development effectiveness and efficiency by emphasizing DRR & DM.

The Government has recognized that Vanuatu has limited financial and technical capacity to adequately deal with disaster risk management and, as a member of the Pacific Island Forum, has acknowledged the importance and relevance of continued assistance by regional organizations as well as by regional and international development partners. Vanuatu is also a party to several international and regional instruments on sustainable development, including commitments on DRR & DM.

The MoET is a key agent through schools to plan, support, prepare and educate its citizens about the hazards. The Ministry and Provinces can provide structures to organise and manage responses but understand their resources will be limited and insufficient dependent on the size and complexity of the disaster.

Vanuatu ECCE

The Vanuatu Early Childhood Care and Education unit was established under the Education Service Directorate at MoET to promote and ensure that the youngest children in this nation have equitable access to quality, well managed and sustainable programmes in the ECCE centres. These programmes are developed in partnership between the communities, the NGOs and the Vanuatu Government. High quality ECCE programs are beneficial for promoting cognitive performance of young children and increasing the efficiency of primary and secondary education. Studies have shown that attendance at some form of preschool is a key determinant of the likelihood of completion of primary schooling. ECCE lays the foundation of future leaning and success in life so it is important to focus and invest in ECCE.

The value placed on ECCE by the government of Vanuatu is reflected in its ongoing support for developing and improving the access and quality of the education provided in ECCE centres. The development and implementation of policies, standards and responsibility lies firmly within MoET and work is under way to continue to pay grants to ECCE and pay for all ECCE teachers' salary. Though the government is taking initiatives to support the ECCE sector, it is still essential to maintain community ownership and support. Parental involvement is essential for genuine progress in ECCE. Parents and community members should assume a shared responsibility to advocate for ECCE while Government, Non-Government Organisations, Donors and other stakeholders must build consensus to ensure ECCE resources, funds and programs are maximized and structured in a way that benefit all children. The understanding and active support for ECCE by political, religious, administrative and cultural leaders must be an integral part of its ongoing success.

For a successful implementation and management of ECCE centres, it is important that everyone understands their roles and responsibilities. Clarification of roles and responsibilities will support accountability and provide a management structure for everyone who is involved in the planning, implementation and evaluation of ECCE. All ECCE programs should be aligned, coordinated and monitored so they work better together.

Effective ECCE programmes require good curriculum resources, tools for assessment and strong instructional practice. ECCE Teachers should have a minimum standard of qualification and engage in yearly professional development to upgrade their skills for continuous improvement. High minimum teacher qualifications must be established along with feasible training options during the school year for all ECCE centres. All ECCE centres and teachers need to be registered and licensed, and a standard remuneration scale based on job descriptions for all ECCE teachers ought to be developed. Increased public funding for ECCE should be considered for children in rural areas.

School Sector: Primary and Secondary Education

The school sector is made up of mainly the formal primary and secondary education and provides employment to a total of 2,793 teachers (both paid by the government and by the school) in 2017. A total of 56,235 students are enrolled in primary and 16,308 students in secondary schools.

The primary and secondary schools are owned and managed either by government, churches, or private individuals/organizations. But in order for a primary or secondary school to operate, it must be registered under the processes prescribed in the EA and School Registration Policy of 2017. It is recommended that the MoET review and strengthen the implementation of the EA and School Registration Policy to ensure compliance with the education act no.9 of 2014 and change in regulations.

Vanuatu still experiences the *dual education system* with schools registering as either an English or French school. However, the development and implementation of the new primary curriculum ensures the curriculum content is the same for both English and French schools. This is a step taken towards harmonising the curriculum content from primary to secondary level.

All primary and secondary schools have a committee or council to assist the principal in running the school affairs. For instance, the school committees/councils assist the principal in developing and implementing SIP with targets aimed at meeting the MQS. The current MQS is specifically for primary schools, thus a refinement of the MQS will be necessary to include secondary schools. School base management is another aspect playing a critical role in helping schools meet the MQS and improve learning in the classrooms. The work undertaken by school base management needs to be closer to schools. Hence, the functions of school base management are slowly devolving to the provincial education offices. More awareness and training to school leaders is also needed to meet the Vanuatu Professional Standards for School Principals

One other thing needed in order to assist the MoET, provincial education offices and school committee/councils to effectively manage school teachers is to have 'school staffing structure' in place. Testings were made in the Open VEMIS but more work needs to be done so that the school staffing structure can be automatically constructed by the Open VEMIS based on enrolments.

The implementation of new curriculum has been one of the major developments in education. However, the current focus is primary curriculum development and implementation particularly for Years 1 – 3. It is expected the Year 4 – 6 curriculum will be implemented from 2019 onwards. In contrast, the development of the secondary (Year 7-13) curriculum has been slow due to lack of financial support. Secondary school curriculum development therefore needs attention and support from the MoET and its development partners.

Based on the implementation of the curriculum, student learning outcomes are assessed. For primary level assessments, the VANSTA is administered to all Year 4 and 6 students. The 2017 VANSTA results show an improvement from the 2009 results. Nevertheless, there are still a proportion of students performing at critically low levels. At the secondary level, a large number of students performed at an average level and there are varying reasons for such level of learning achievements. One reason could be related to the quality of teachers and teaching/learning processes used at the classroom level. Therefore, MoET needs to critically look into ways to improve the level of student achievements. The management of examination and assessment database also needs to be improved and strengthened in order to improve reporting of assessment of students learning achievements. Using Open VEMIS. Should be considered.

Teachers play the most important role in supporting students to achieve the intended learning outcomes of the national curriculum. It is also fair to say that the 'teaching profession' is considered as the largest source of formal employment, providing employment to 2,382 teachers (primary and secondary levels). However, the Ministry still encounters huge challenges in managing teachers. One underlying factor is that, distribution (or recruitment and postings/placements) of teachers has been made without appropriate guidance from a teacher recruitment and posting policy. Draft teacher recruitment and posting policy (2016) is developed and it is crucial that this policy be finalised and implemented in order to effectively manage teacher distributions.

Teacher quality is one other dimension contributing to students' learning achievements, but also a concern for MoET. Findings of the draft NTDP (2018) show that the majority of teachers are underqualified and unqualified. The draft NTDP has identified solutions to addressing the quality

of teachers with “opportunities to improve their competency would go a long way in improving their effectiveness in supporting the learning of children to be able to cope with the challenges they are currently facing and will continue to face in the future”³. A Teacher Development Plan Policy Framework must be established to provide direction and/or guidance to the finalization and implementation of the NTDP. Once approved, the implementation of NTDP should be considered a priority so that the prolonging teacher management and quality issues are effectively managed.

In order to enable students learning, one important factor is school facilities and infrastructure. A lot of support from development partners has been made towards improving school facilities and infrastructure within the last five or more years. Much of these school infrastructure investments were part of the tropical cyclone Pam Education Recovery Program (ERP). Many schools in Tafea and Shefa province benefited from these school infrastructure projects. Though a lot has been done, improvements are needed in school facilities infrastructure in other parts of the country. Continued partnerships with development partners is recommended to improve school facilities and infrastructure quality throughout the country. In addition, there is a need for secondary schools asset survey to inform decision makers on the areas or locations needing improvement with their secondary schools.

Post-School Education and Training Sector

The Post-School Education and Training (PSET) sector refers to all learning and teaching that happens after school (TVET and Higher Education). This includes private, public, formal and informal training. The main purpose of the PSET sector is to develop occupation-specific and generic skills needed in the economy, so that students find employment. Therefore, it is important that training providers have strong links to employers in the industries and businesses that their courses relate to. This means they are responsive to changing labour market needs and students are guided to get skills that will lead to employment.

Currently there is a lack of accessible and consistent PSET data. The Ministry is not able to access basic data from most PSET providers so it is impossible to evaluate the effectiveness and efficiency of individual providers or of the sector as a whole. Scholarships are a critical aspect of the system, so accessible data is essential. As such, a centralised database for the PSET sector should be established in an accessible and sortable format. The development of a PSET module within Open VEMIS is likely to meet this need for registered and non – registered providers. Accurate and up-to-date scholarships data should be kept in the PSET VEMIS module or similar in order to be transparent and accessible.

It is unknown whether the PSET system is demand-driven. Most providers do not track exit students to verify employment outcomes for graduates. Most providers have provided no evidence of seeking labour market advice from their industry sector or funding body. It is therefore recommended that government-funded providers be required to conduct tracer studies. Such information is critical to developing efficient and responsive PSET provision and a coherent labour market training strategy. Government-funded providers should also be required to seek labour market advice from the industry sector, while non-government providers should be encouraged to conduct tracer studies. Finally, the large specialist providers (nursing, police, maritime, agriculture, teacher education) may be directly connected to the industry sector they supply. For example, the Police College advised that it only recruits students when it has employment vacancies to fill.

3. Draft National Teacher Development Plan, presented to the NTDP Steering Committee in May 2018.

However, more than anecdotal evidence is needed that these providers have accurate and current industry awareness and are responsive to changes in labour requirements.

Furthermore, there is limited evidence of PSET delivery being inclusive. The only definite current evidence is from AusAid funded programs who must report against this criterion to the Australian government. Disadvantaged group are usually seen undertaking trainings within non-formal training provider. Wan Smol Bag, Live and Learn, or Youth Challenge focus on including any participants with any sort of disability, for instance. However, there are some private providers who provide training in response to a demand, called FFS providers. It is recommended that all providers be required to keep data on inclusivity in terms of gender, disability and province of origin.

No information was gathered on a recognised single pathway from TVET system into formal learning system.⁴ Some formal training is provided but only in general. As such, it is recommended that MoET invest in the development of training pathways for out of school youth, those with low literacy and numeracy, women and girls, rural people. Investing in the development and establishment of an accessible adult Language, Literacy and Numeracy program is also necessary. Scholarships should be targeted to those with most barriers (see Barriers to Education study), while the trial of TVET courses in senior secondary education should be continued as an option for non-academic students.

PSET provision is too centralised. The major government-funded colleges and institutes are concentrated in Port Vila and Luganville, which raises geographical/cost barriers for potential students from the rest of Vanuatu. As such, geographic coverage should be strengthened by implanting more centres in other Islands. The MoET plans “provision for a network of provincial TVET centres which in collaboration with Provincial Government Training Boards facilitate a more coordinated approach to provincial skills development that is directly aligned to provincial economic and social development priorities”. Vanuatu Skills Partnership (VSP) is the only provider successfully delivering in provincial areas. It has established four⁵ (other than in SHEFA) provincial TVET centres. It also keeps excellent data and conducts outcomes surveys to measure the efficiency and effectiveness of its training. The RTCs are not a cohesive system, are not reliably funded, and their infrastructure and facilities are reported to be in varying states of disrepair (see *RTCs updating report*, VQA). No evidence is available to identify if the scholarship system has an impact on this. It is recommended that MoET invest in the RTCs with a view to delivering pathway programs, and seek evidence that the impact of scholarships on access is equitable and meets the principles of the PSET Policy.

Regulatory arrangements and quality assurance strategies are not consistent across the sector. Many organisations are not yet registered with the VQA, or they are delivering courses not yet accredited. According to the findings, only 52% of the providers are registered. Some are registered and provide non-accredited courses; others are non-registered and provide accredited courses⁶. Institutions where quality assurance is guaranteed have the whole package of their personnel and service delivery cross-checked. In other words, they are a reliable source of quality assured training or program. However, in some case there is not much certainty for students undertaking PSET training programs. It is therefore recommended that MoET strengthen registration requirements in accordance to the Vanuatu Qualification Framework, as well as promote a coordinated and quality assured PSET system that contributes to individual, community and national economic growth and livelihoods.

4. VQA developed a VQF qualifications pathways policy that regulate pathways between Schools and PSET and vice versa.

5. Established in four provinces: TORBA, SANMA, MALAMPA, and TAFEIA.

6. Which provider? under the VQA Act only registered providers deliver accredited course

The major drawback in the PSET sector currently is the absence of a central database where all data could be stored, managed and analysed. As of now, a PSET module will be developed to be part of the Open VEMIS. The major government funded colleges and Higher Education Institutions have their own information management systems. There is very limited data on student outcomes. APTC conducts tracer studies. A tracer study of VIT graduates from the years 2004 and 2005 was conducted in 2006 but is now too dated.⁷

Based on data collected, TVET and Higher Education sector strive to be more efficient in the service delivery. Providers are either public funded by the government or private funded by a private organisation including donors. The Government of Vanuatu has assumed more active roles in the TVET sector over the past decade, but there are some key roles for government that are under-developed, particularly in relation to ensuring efficient and equitable use of public funding, mobilising private resources, ensuring equitable access, and tracking and reporting on system performance. Scholarships provide pathways and are critical to a merit-based and equity-focussed system. Changes are less rapidly identifiable in relation to other key roles expected of government in a TVET sector: ensuring efficient use of public funding (public scholarship funding looks inefficiently high compared to the likely social returns); mobilising private resources (excluding the APTC, the private sector contributes not much); providing public information about labour market requirements and the training system; providing services to all training providers, public and private including RTCs; ensuring equitable access; and tracking and reporting on system performance, as evidenced by under-developed statistical information base for PSET. Scholarships must be supply-driven to achieve successful outcomes for students. This in turn depends on good labour market advice, accurate record-keeping and transparency.

The findings of the recent ‘Barriers to Education Report’ have further shaped the development of the VETSS, to ensure such barriers are mitigated. A summary of these findings can be found below:

WHO ARE THE OUT-OF-SCHOOL CHILDREN?

- Early Childhood Care and Education and Secondary School have very low rates of enrolment. In Early Childhood Education, only 66% of children are attending at their correct age (though there is substantial overage and underage enrolment). In Secondary Schools, 43% of the secondary school aged population are enrolled.
- Shefa had the lowest NER for ECCE (51%) and primary (78%) and secondary education (27.0%). Torba had the lowest NER for secondary school, dipping to 25% in 2017. The survey of Torba province parents indicates that meeting school fees was the largest barrier; whereas in Shefa province the main concern expressed was quality of education and class sizes.
- Only a small number of students enrol in tertiary studies.
- Overall, males and females are equally represented in enrolment at schools, though the gender parity dropped for primary school enrolment after 2016, suggesting with pressures on income from disaster response, boys’ attendance was prioritised over girls’ attendance. At secondary level, there are more females enrolled than males, and females’ drop-out rates are significantly and consistently lower than males.

7. VQA is currently developing M&E Framework to monitor the achievement of PSET policy objectives and tools to collect data against outcome indicators. Once the M&E framework implemented there will be collection of data through graduate destination survey and employer satisfaction survey.

- There is a significant gender disparity in enrolment in vocational programs, with almost twice as many males as females enrolling.
- Females have a higher tertiary scholarship rate, however completion rates from 2015 shows the GPI for graduation is at 0.76.
- Drop-out records demonstrate that a significantly higher proportion of boys drop out of school than girls. In primary school, the most common Year level to drop out is at Year 6 (presumably following the Year 6 exams, which determine entry to secondary school). In secondary school, girls are more likely to drop out at Year 9, and boys are more likely to drop out at Year 7.

WHAT ARE THE DETERMINANTS OF CHILDREN DROPPING OUT OF SCHOOL?

- Meeting School Fees (including the existence of fees, aggravated by income poverty, income generation difficulties, and misuse of income)
- Lack of Parental Support or Value on Education (parental perceptions)
- Access to school due to distance to travel and poor road infrastructure
- Disability – access and teaching inclusion, discrimination
- Disaster – impact of disasters on the community and education facilities, as well as relocation of population and use of school buildings as evacuation centres

WHAT ARE THE RISK FACTORS FOR CHILDREN DROPPING OUT OF SCHOOL?

- expectation on children to assist with domestic or agricultural work in the household;
- exposure of children to alcohol or marijuana, causing disinterest in school;
- absent parents (due to Recognised Seasonal Employment (RSE) or broken homes);
- low child interest in education (including peer pressure from friends to drop out);
- access to social media and mobile phones distracting children;
- desire to earn immediate income;
- parents' perceptions of risk of exposure to sexual relationships and risk of teenage pregnancy through school attendance;
- Perception that discipline was not enforced at schools (child protection measures not received favourably as they exclude corporal punishment).

WHAT ARE THE BARRIERS TO ACCESS AND LEARNING, ESPECIALLY FOR CHILDREN WITH DISABILITIES?

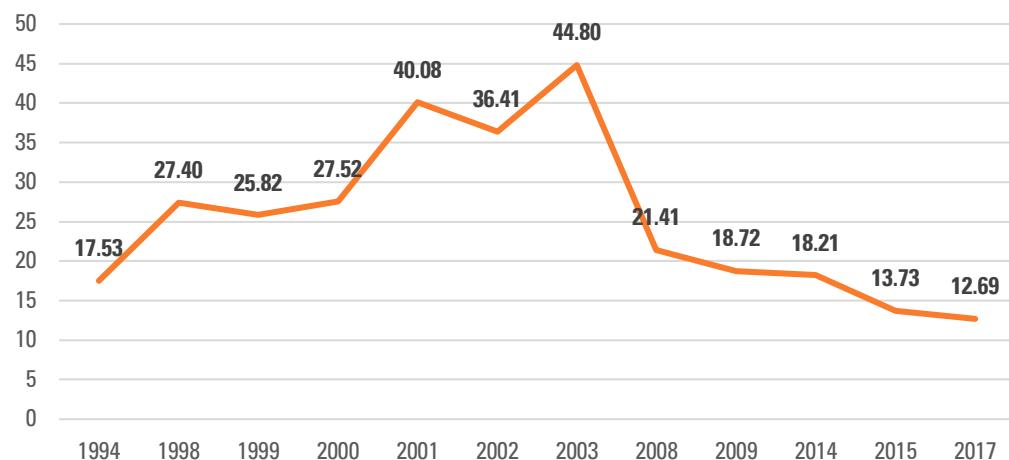
- Disability was seen as a significant determinant to education access in Vanuatu, with study participants naming disability-specific barriers such as access to school facilities, teaching inclusion, curriculum inclusion, discrimination and limited access to income (to meet school fees) as the 4th highest barrier to education.

1.3. Additional Aspects of the Education Sector

Domestic Funding to the Education and Training Sector

The funding of education and training represents a substantial portion of Vanuatu's total government expenditure. In the last few years, the proportion of education as total public expenditure has been maintained around 13%:

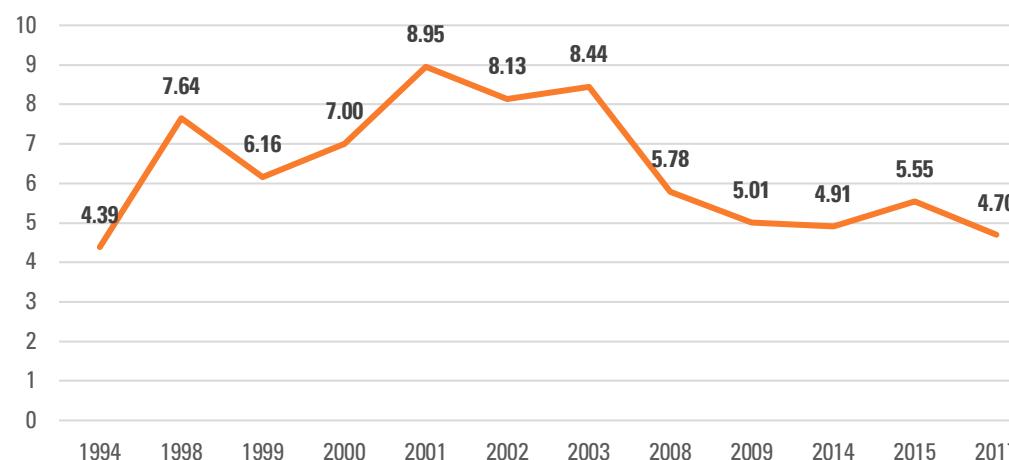
FIGURE 6: Education spending as proportion of total public expenditure (units=%)



Source: (WorldBank)

In terms of education spending as percentage of the country's GDP, Vanuatu has maintained a level around 5%:

FIGURE 7: Spending on education as percentage of GDP (units=%)



Measurement of Learning Outcomes, from National and International Evaluations

Outcomes and quality of education in Vanuatu are measured primarily in terms of two indicators: (1) Placement of students following national examinations in year 8 and 10, and (2) Vanuatu Standardized Test of Achievement (VANSTA).

NATIONAL EXAMINATIONS AND PLACEMENTS

The performance of students on national examinations is relatively low, as illustrated by the results table from 2018 below:

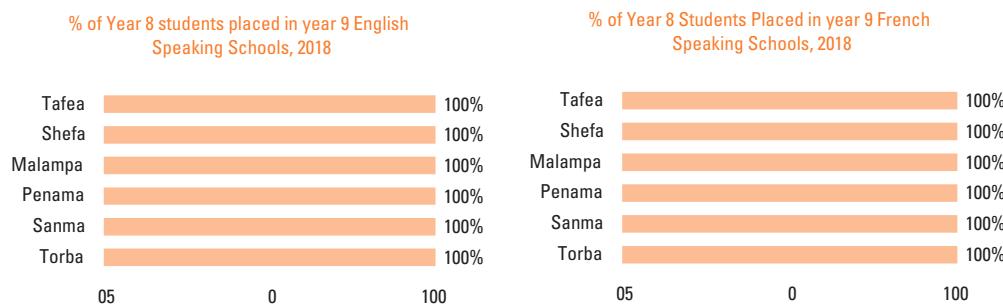
FIGURE 8: National exams results (out of 100)

	2014	2015	2016	2017
Year 8 English speaking schools	44.9%	45.2%	48.7%	49.3%
Year 8 French speaking schools	48.1%	47.5%	49.1%	49.6%
Year 10 English speaking schools	47.8%	48.8%	49.7%	49.0%
Year 10 French speaking schools	45.7%	46.9%	48.0%	48.1%

Source: ([MoET, Statistical Digest Report](#))

Analysis of the results revealed that low performance was primarily driven by the low literacy and numeracy in learning and teaching at the same time.

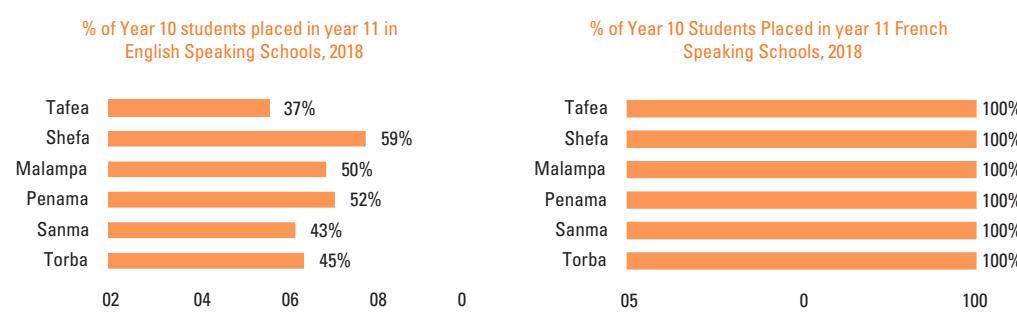
FIGURE 9: Placement of Year 8 students passing the Final Year Exams in 2017



Source: ([Ibid.](#))

These two graphs confirmed that 100% of year 8 students who sit the national year 8 exams in 2017 progressed to Year 9 in 2018.

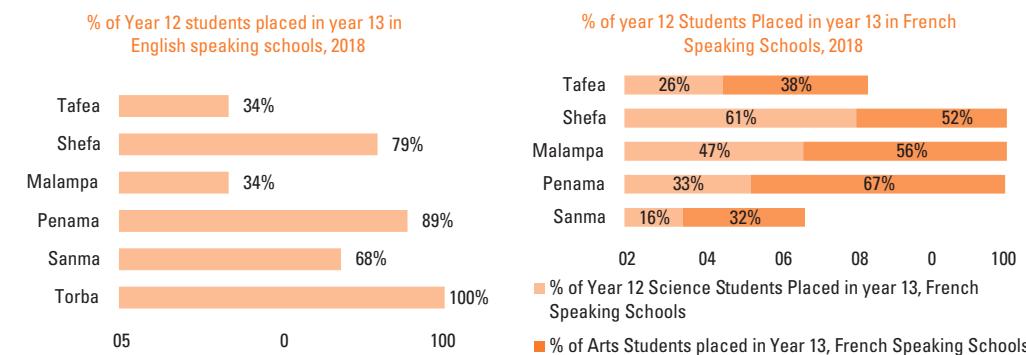
FIGURE 10: Placement of Year 10 students passing the Final Year Exams in 2017



Source: ([Ibid.](#))

In Year 10, 100% of French speaking students who sat the national exam in 2017 progressed to year 11 in 2018. In the English speaking schools, 48% in average were placed in the existing year 11 classes throughout Vanuatu.

FIGURE 11: Placement of Year 12 students passing the Final Year Exams in 2017

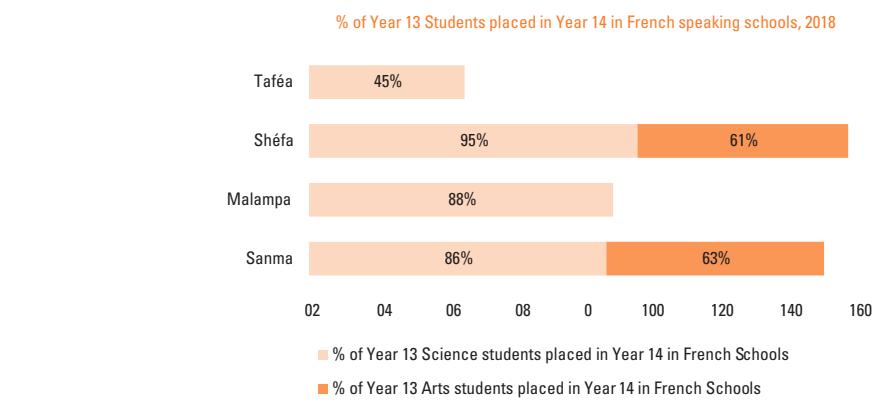


Source: (Ibid.)

Same as for Year 10, the percentage of the Year 12 students placed in the existing Year 13 classes is based on merit and space availability. In average, 67% of these students are placed in the existing Year 13 classes, leaving 33% students unplaced.

In Year 13 French speaking schools, only 37% of Year 12 Science Students and 49% of Art students were placed in the existing Year 14 classes in 2017:

FIGURE 12: Percentage of year 13 students place in year 14 francophone in 2018



Source: (Ibid.)

The French education system in Vanuatu is comprised of 14 years of schooling. Year 14 is the preparatory year to University studies which is only available in Shefa and Sanma province. Out of all the students who have started Year 10 in 2013, only 73% of them were able to reach Year 14 in 2018. The remaining 27% of unplaced students may have failed their Year 13 exams and therefore may use the opportunity to enrol in the DAEU programmes in the following year.

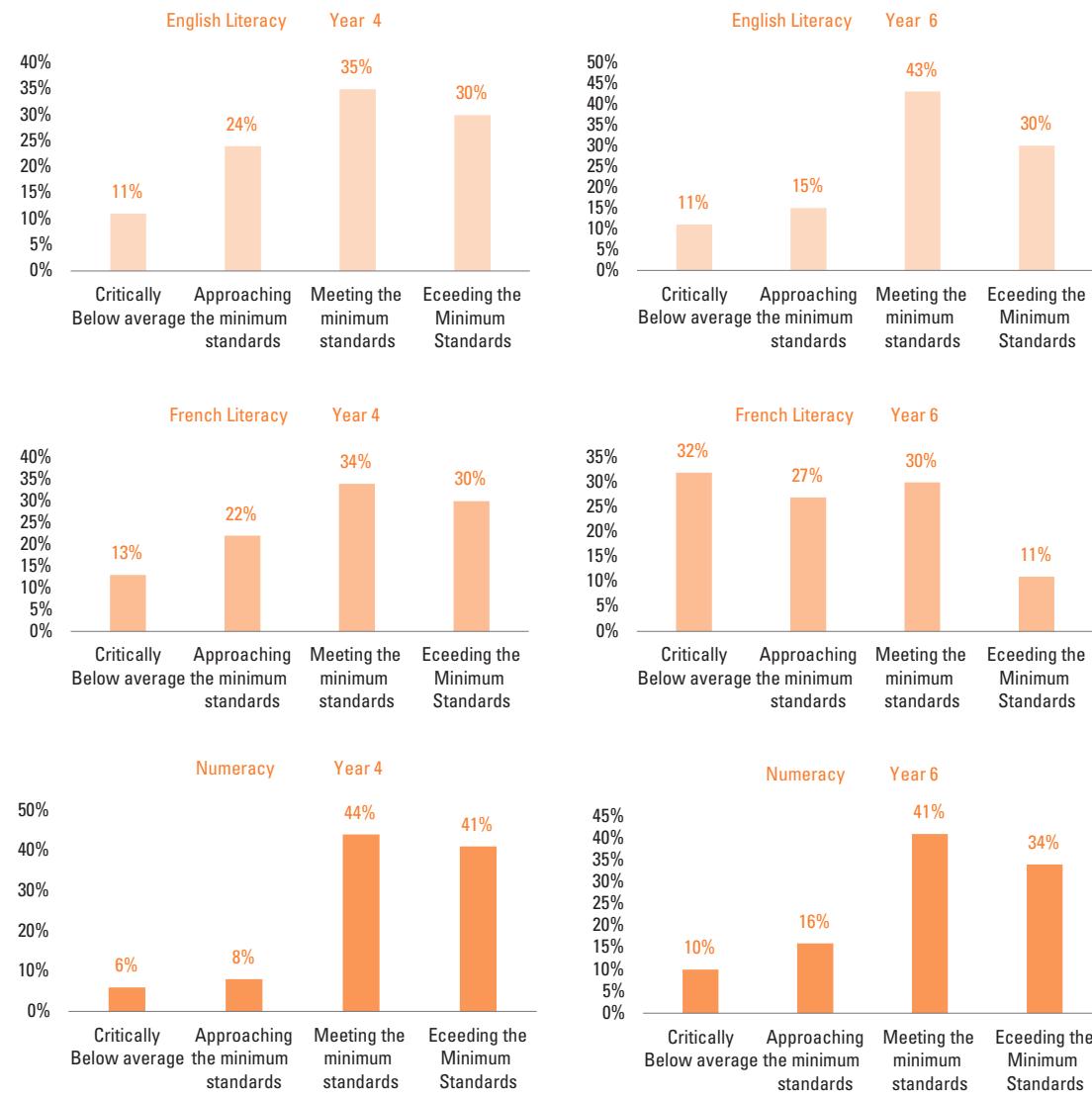
VANSTA

MoET Vanuatu was not able to get the latest release of the regional PILNA results, which Vanuatu students also undertook. The Ministry of Education and Training however was able to do a pilot test on Year 4 and Year 6 literacy and numeracy outcomes in 2017.

The proportion of students meeting the minimum numeracy standards in Year 4 was 86% and 74% in Year 6. The analysis showed a substantial improvement on numeracy outcomes in these two grades in 2017 as compared to 2009.

In literacy, the proportion of Year 4 students who met the minimum literacy standard was 65% in 2017. In Year 6, 58% met the minimum standards with a particular focus on writing skills, which were still weak in Years 4 and 6.

FIGURE 13: MoET Year 4 and Year 6 literacy and numeracy outcomes, 2017



Source: (Ibid.)

SUMMARY

In sum, much work remains to be done to improve learning outcomes and to increase the overall rates of literacy and numeracy among students in the relevant grades in Vanuatu. Data indicates that particular attention should be paid to regions outside the Shefa province, in English speaking schools and in literacy.

INEQUITIES

There remain a number of inequities present in the Vanuatu education sector. As noted in the previous section, substantial differences still exist between English-medium and French-medium schools, as well as between individual regions.

TEXTBOOKS AND LEARNING MATERIALS

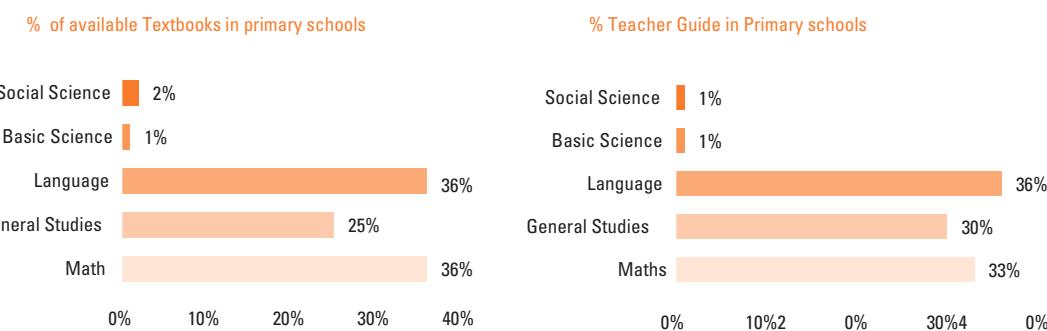
Another inequity worth including is one of educational infrastructure. Many students, particularly in primary schools, have limited access to textbooks:

FIGURE 14: Proportion of available textbooks in primary schools

Subject	2014	2015	2016	2017	2018
Social Science	6%	7%	1%	2%	2%
Basic Science	0%	0%	1%	1%	1%
Language	40%	31%	35%	36%	36%
General Studies	15%	15%	18%	20%	25%
Mathematics	30%	32%	36%	36%	36%

Source: (Ibid.)

FIGURE 15: Percentage of available textbooks and teacher guide, 2018



Source: (Ibid.)

MoET has not been able to calculate the student-textbook ratio in 2018 due to the lack of learning and teaching resources in the Open VEMIS. However, the two graphs above show the number of textbooks and teacher guides in primary school instead. The percentage of textbooks and teacher guides is particularly low for Social and Basic Sciences. As part of the strengthening of the curriculum resources in the Open VEMIS, the Policy and Planning team has been collecting data on all learning and teaching resources in schools in 2019, and is currently in the process of evaluating the results.

CLASSROOM AND STUDENT-TEACHER RATIOS

Inequities also exist in terms of students' access to teachers, which are most notably demonstrated by varying student-teacher ratios:

FIGURE 16: Student-teacher ratios by province, 2016-2018

Year	ECE			Primary (1-6)			Secondary (7+)			
	Province	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2016	Torba	408	15	27.2	1,840	56	32.9	526	12	43.8
	Sanma	2,041	117	17.4	9,198	295	31.2	4,201	148	28.4
	Penama	744	68	10.9	6,346	159	39.9	2,098	83	25.3
	Malampa	1,897	82	23.1	7,499	326	23.0	2,550	87	29.3
	Shefa	1,633	18	90.7	12,366	504	24.5	6,699	367	18.3
	Tafea	2,077	11	188.8	7,716	208	37.1	2,334	64	36.5
2017	Total	8,800	311	28.3	44,965	1,548	29.0	18,408	761	24.2
	Torba	532	61	8.7	1,899	80	23.7	476	22	21.6
	Sanma	3,404	232	14.7	9,778	441	22.2	4,454	231	19.3
	Penama	1,745	163	10.7	6,721	178	37.8	2,083	113	18.4
	Malampa	2,123	225	9.4	7,991	333	24.0	2,579	131	19.7
	Shefa	4,196	206	20.4	12,790	528	24.2	6,898	422	16.3
2018	Tafea	2,921	146	20.0	9,826	220	44.7	2,741	94	29.2
	Total	14,921	1,033	14.4	49,005	1,780	27.5	19,231	1,013	19.0
	Torba	778	68	11.4	2,032	85	23.9	521	22	23.7
	Sanma	3,790	277	13.7	11,214	464	24.2	4,559	226	20.2
	Penama	1,376	180	7.6	6,757	181	37.3	1,988	110	18.1
	Malampa	2,187	276	7.9	8,563	329	26.0	2,720	123	22.1
	Shefa	4,729	246	19.2	13,938	544	25.6	7,381	410	18.0
	Tafea	2,801	259	10.8	10,285	305	33.7	2,814	89	31.6
	Total	15,661	1,306	12.0	52,789	1,908	27.7	19,983	980	20.4

Source: (Ibid.)

Similarly, the pupil-classroom ratio reflects the demographic differences of Vanuatu's provinces:

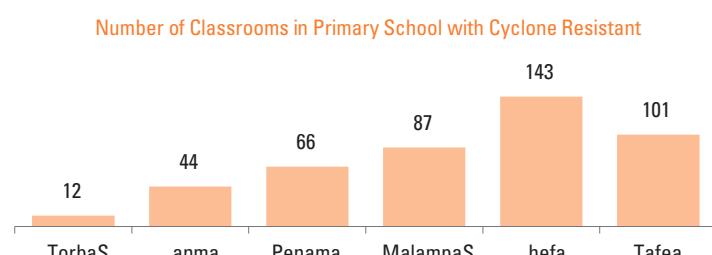
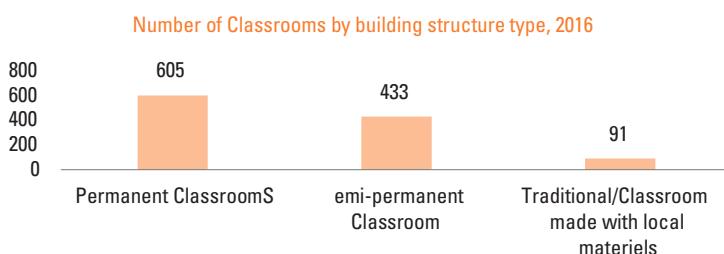
FIGURE 17: Student-classroom ratio for primary schools, 2016-2018

Province	2016			2017			2018		
	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio
Torba	93	1,840	19.8	93	1,899	20.4	93	2,032	21.8
Sanma	484	9,198	19.0	484	9,778	20.2	484	11,214	23.2
Penama	317	6,346	20.0	317	6,721	21.2	317	6,757	21.3
Malampa	390	7,499	19.2	390	7,991	20.5	390	8,563	22.0
Shefa	446	12,366	27.7	446	12,790	28.7	446	13,938	31.3
Tafea	278	7,716	27.8	278	9,826	35.3	278	10,285	37.0
Total	2,008	44,965	22.4	2,008	49,005	24.4	2,008	52,789	26.3

Source: (Ibid.)

The Student-Classroom Ratio (SCR) is defined as the average number of pupils per classroom in a school in a given school-year. Vanuatu's aim has been to achieve an SCR of <30 students per classroom, which was achieved overall, though Shefa and Tafea provinces surpassed this limit in recent years.

There are also differences in the build and cyclone-resistance of classrooms in different provinces:

FIGURE 18: Number of classrooms in primary schools by building structure and cyclone resistance, 2016

Source: (Ibid.)

These figures were extracted from the 2016 primary school facilities survey, and show a significant improvement on the status quo from 2015; they have continued to improve since, particularly with regards to the number of permanent and semi-permanent classroom, which has increased significantly.

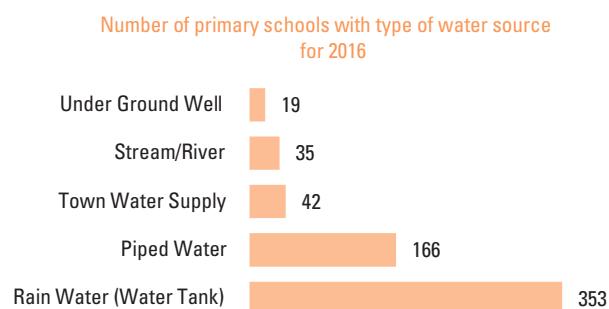
The major driving factor behind this has been the school grant programme, which enabled school principals to build or renovate existing classrooms in compliance with Standard 9 of the Primary Schools Minimum Quality Service Standards.

With regards to the fact that Vanuatu has been identified as the most vulnerable country worldwide to all types of natural disasters, disaster risk and resilience building is of particular importance. As such, a more detailed set of standards on school facilities and assets has been developed, and all schools must comply with it. So far, 453 primary school classrooms across all provinces have been built to be cyclone resistant.

WATER, SANITATION AND HYGIENE IN SCHOOLS

Water has also been identified as a need and inequity between schools. MoET was able to undertake a survey of water sources for different schools, which found that around 353 primary schools use rain water tank to support their livelihood, operations, and for drinking at school. To address this, the MoET has developed Minimum Quality Service Standards for ECCE and primary schools with a special focus on school infrastructure and drinking water.

FIGURE 19: **Sources of water in schools, 2016**



Source: (Ibid.)

Finally, within WASH, inequities exist in access to toilet facilities.

FIGURE 20: **Student-toilet ratios by province for primary schools, 2016-2018**

Province	2016			2017			2018		
	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio
Torba	110	1,840	16.7	110	1,899	17.3	110	2,032	18.5
Sanma	469	9,198	19.6	469	9,778	20.8	469	11,214	23.9
Penama	278	6,346	22.8	278	6,721	24.2	278	6,757	24.3
Malampa	354	7,499	21.2	354	7,991	22.6	354	8,563	24.2
Shefa	362	12,366	34.2	362	12,790	35.3	362	13,938	38.5
Tafea	272	7,716	28.4	272	9,826	36.1	272	10,285	37.8
Total	1,845	44,965	24.4	1,845	49,005	26.6	1,845	52,789	28.6

Source: (Ibid.)

The general inequity is apparent for Shefa and Tafea provinces, reflecting the general demographic distribution.

1.4. Vision, Mission and Values

The following sets out a brief overview of the Vision, Mission, and Values that underpin the VETSS.

1.4.1. Vision

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

1.4.2. Mission

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

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

1.4.3. Values

The Ministry intends to focus on students and schools first in virtue of transparency, fairness, equity, and respect. Professionalism and accountability are to be required at all levels of management either in schools or workplaces. We want our planning, service, and management to be focused on results and good performance. We also want our education system to be grounded in the best of Ni-Vanuatu culture, and at the same time open to the knowledge of the world. Finally, the Ministry accentuates the Team / Family / Community approach in every aspect of its work, all in favour of achieving Quality Education (Sustainable Development Goal 4). The figure below highlights the values that support and underpin the mission statements.

FIGURE 21: MoET values



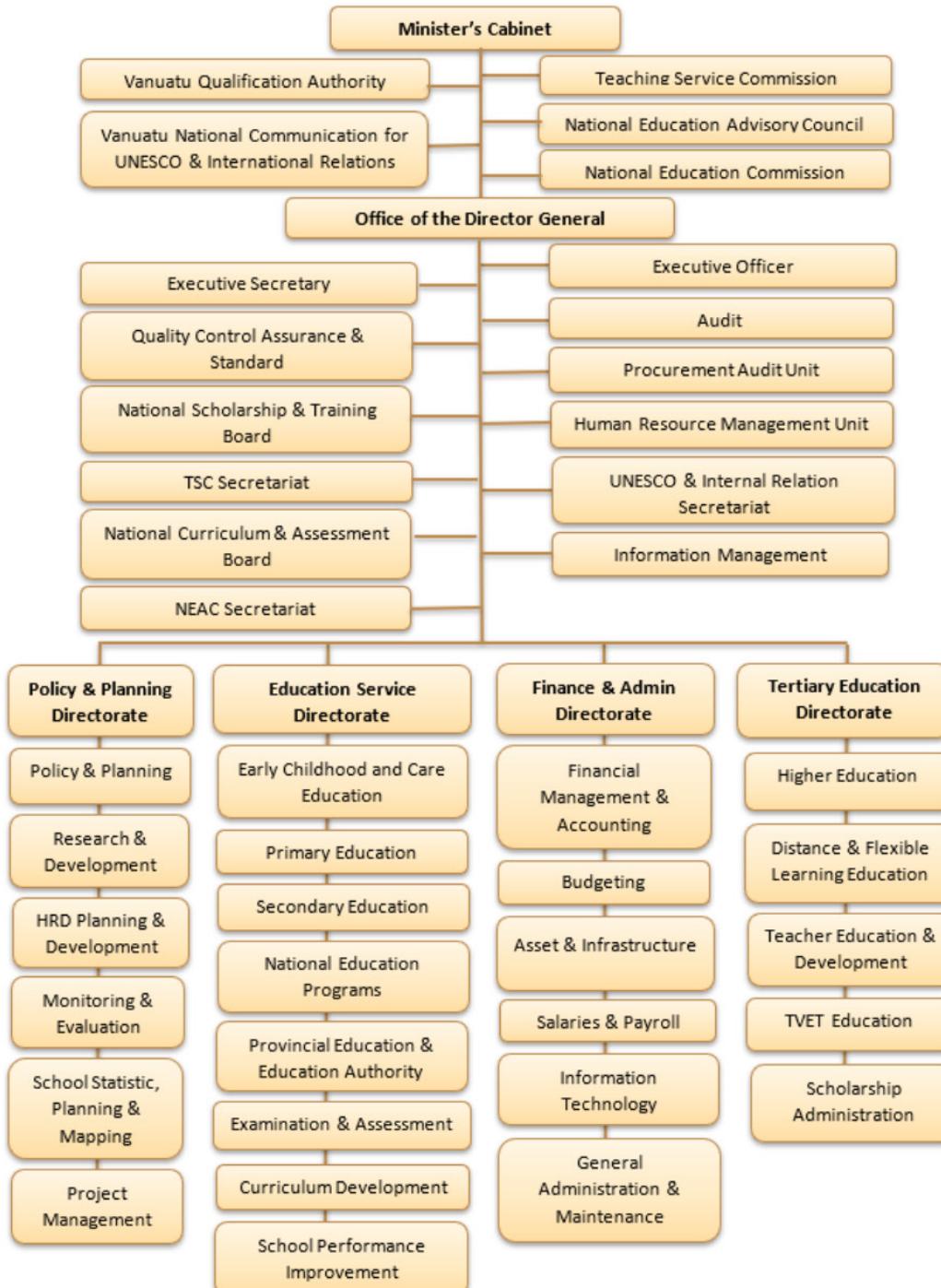
1.5. Structure of the Ministry of Education and Training

The current approved structure of the Ministry; approved by the Public Service Commission (19 June 2014) has been under review for the last few years. The proposed changes are being driven by a decision within the Ministry to devolve responsibility and accountability for decision making to the Provinces and Schools and to improve the efficiency and effectiveness of the organization in delivering the service of education and training.

The policy, processes and structures to effect these changes are still evolving as it is a work in progress.

FIGURE 22: Overview of the administrative structure of the Ministry of Education and Training

MoET Organization Structure



2.

Policy Priorities and Strategies

2.1. Government of Vanuatu: Strategic Direction and Goals

The NSDP has 15 Goals that prioritise the policy framework for the GoV. 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.

2.2. 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:

STRATEGIC PILLAR		Increase equitable ACCESS to education for all people at all levels of education of Vanuatu		Improve the QUALITY of education		Improve planning, fiscal and financial MANAGEMENT																																																
SDG4 TARGETS	<table border="1"> <tr> <td>TARGET 4-1</td><td>TARGET 4-2</td><td>TARGET 4-3</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td>FREE PRIMARY AND SECONDARY EDUCATION</td><td>EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION</td><td>EQUAL ACCESS TO AFFORDABLE, INCLUSIVE, VOCATIONAL, AND HIGHER EDUCATION</td></tr> </table>	TARGET 4-1	TARGET 4-2	TARGET 4-3				FREE PRIMARY AND SECONDARY EDUCATION	EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	EQUAL ACCESS TO AFFORDABLE, INCLUSIVE, VOCATIONAL, AND HIGHER EDUCATION	<table border="1"> <tr> <td>TARGET 4-1</td><td>TARGET 4-2</td><td>TARGET 4-4</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td>FREE PRIMARY AND SECONDARY EDUCATION</td><td>EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION</td><td>INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS</td></tr> </table>	TARGET 4-1	TARGET 4-2	TARGET 4-4				FREE PRIMARY AND SECONDARY EDUCATION	EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION	INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS	<table border="1"> <tr> <td>TARGET 4-A</td><td>TARGET 4-B</td><td>TARGET 4-C</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td>BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS</td><td>EXPAND HIGHER EDUCATION PARTNERSHIPS FOR DEVELOPING COUNTRIES</td><td>INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES</td></tr> </table>	TARGET 4-A	TARGET 4-B	TARGET 4-C				BUILD AND UPGRADE INCLUSIVE AND SAFE SCHOOLS	EXPAND HIGHER EDUCATION PARTNERSHIPS FOR DEVELOPING COUNTRIES	INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES	<table border="1"> <tr> <td>TARGET 5-1</td><td>TARGET 5-5</td><td>TARGET 5-C</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td>END DISCRIMINATION AGAINST WOMEN AND GIRLS</td><td>ENSURE FULL PARTICIPATION IN LEADERSHIP AND DECISION-MAKING</td><td>ADOPT AND STRENGTHEN POLICIES AND ENFORCEABLE LEGISLATION FOR GENDER EQUALITY</td></tr> </table>	TARGET 5-1	TARGET 5-5	TARGET 5-C				END DISCRIMINATION AGAINST WOMEN AND GIRLS	ENSURE FULL PARTICIPATION IN LEADERSHIP AND DECISION-MAKING	ADOPT AND STRENGTHEN POLICIES AND ENFORCEABLE LEGISLATION FOR GENDER EQUALITY	<table border="1"> <tr> <td>TARGET 4-5</td><td>TARGET 4-6</td><td>TARGET 4-7</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td>ELIMINATE ALL DISCRIMINATION IN EDUCATION</td><td>UNIVERSAL LITERACY AND NUMERACY</td><td>EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP</td></tr> </table>	TARGET 4-5	TARGET 4-6	TARGET 4-7				ELIMINATE ALL DISCRIMINATION IN EDUCATION	UNIVERSAL LITERACY AND NUMERACY	EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP	<table border="1"> <tr> <td>TARGET 5-5</td></tr> <tr> <td></td></tr> <tr> <td>ENSURE FULL PARTICIPATION IN LEADERSHIP AND DECISION-MAKING</td></tr> </table>	TARGET 5-5		ENSURE FULL PARTICIPATION IN LEADERSHIP AND DECISION-MAKING
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2.3. 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 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.

02 POLICY PRIORITIES AND STRATEGIES

TABLE 1: Link between Key Issues Identified in the Education and Training Sector Analysis and the Policies and Strategies

	Key Pillar	Key Issues identified in ETSA	Policy and Strategies
Access and Equity	Lack of parental support towards the education of the 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	Strengthen Disaster Risk Reduction and Management (DRRM) in all schools	
	Poor School Infrastructures and Facilities	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.	
	Weak management of Teacher welfare and Discipline matters	Teachers and school leaders equipped with relevant skills and knowledge to support learning outcomes	
	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	
	Less compliance to EA and School registration processes	MoET aligns to key international, regional and national targets outlined in relevant agreements	
	Frail leadership and creativity at the school level.	Strengthen centralized planning, budgeting, research, and reporting (incl. school improvement planning)	

3.

Program Design and Descriptions

3.1. Program Design

Following the initial analysis, a series of workshops and planning sessions were held with directorates to explain the planning process and to seek input into the structure and overall approach. The following strategies have been identified. They are linked to key outcomes through specific indicators. Importantly the strategies are aligned to the key pillars of access and equity, quality and management.

FIGURE 23: Program structure summary



TABLE 2: VETSS Programme Strategies and their linking to pillars and outcomes

Key Pillar	VETSS Outcome	Strategy
Access and Equity	Increased and equitable access opportunities for children to attend schools	Maintain and utilize Fee Subsidy to schools (ECCE – Senior secondary) by revising School Financial Management Manual and Code and disbursing grants according to workplan 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
	School infrastructure and associated assets meet relevant standards to support student access	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 Promote and mainstream Inclusive Education so that all children have equitable access to school
	Enhanced community engagement to support schools' access and disaster mitigation	Promote and mainstream HPS in schools, so that children have equitable access to HPS activities and equitable access to quality WASH facilities in schools Manage the implementation of the National School Infrastructure Development Plan (NSIDP) for existing schools and identify new schools in need
		Strengthen partnerships and communications between schools and communities, with the view of improving learning and access
		Strengthen Disaster Risk Reduction and Management (DRRM) to face climate change and natural disasters
		Reduce the number of out-of-school children Eliminate grade repetition

	Key Pillar	VETSS Outcome	Strategy
Quality	Enhanced MoET Policy Framework applied	Review and Implement National Education Language Policy with the view of improving teaching and learning in schools	Develop MoET Policy Guidelines to harmonize and unify future policy development
		Review and Implement IT Policy to improve teaching and learning in schools	Support quality curriculum reform and harmonization of assessment practices to achieve uniform curriculum in government and government-assisted schools
		Improved learning outcomes across all year groups	Improve enrolment and quality in tertiary education by developing and implementing the Vanuatu National University Act
	Teachers and school leaders engaged and support learning in schools	Strengthen enrolment and quality of Post School Education Training (PSET) sector by reviewing and implementing PSET Policy	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
		MoET strategic management processes implemented at the central and school level	Strengthen centralized planning, budgeting, research, and reporting to improve MoET's efficiency and effectiveness in using its resources
		System of devolution applied	Implement MoET Research Policy Guidelines
Management	MoET aligned to international and national strategies	Develop and Implement School Inspector Guidelines and strengthen SIP and implementation	Plan and deliver the devolution of MoET functions to improve service delivery to schools
		MoET using data and information to guide management and resource decisions	Align MoET to SDG4 through the National Sustainable Development Plan
			Strengthen Management Information System by using Open VEMIS to inform management and resource decisions

3.2. Program Descriptions

The planning process has revealed a number of key outcomes with associated strategies and indicators that are structured in a way to capture all aspects of MoET operations. The key focus is that all strategic interventions are geared towards improving '*schools and the classroom*'. In other words, strategies are geared to support principals, teachers, studies and the MoET itself to improve learning outcomes for students through a renewed effort to support the curriculum, improve teacher quality, support infrastructure and promote between policy and strategy frameworks.

All work and indicators are geared towards the tangible improvements that will be realised through strategic engagement and work. Indicators are introduced as a means to keep directorates accountable, but are also an opportunity to promote progress and achievement.

The following sections below provide a quick snapshot of the broad strategies and key activities linked to the defined outcomes and targets.

Access and Equity



STRATEGY 1

Maintain and utilize Fee Subsidy to schools (ECCE – Senior secondary) by revising School Financial Management Manual and Code and disbursing grants according to workplan

CHALLENGE TO BE ADDRESSED

Many primary and secondary level students face challenges in terms of access to education due to fees. The school fee subsidy is given to help achieve free access to education between Y1-10 and thus eliminate barriers to education particularly for students from marginalized or disadvantaged groups.

RATIONALE FOR THE STRATEGY

The MoET will continue to provide school grants to primary and secondary schools that comply with education regulations, in order to eliminate school fees and reduce compulsory parental financial contributions, the main reason that prevents a child's access to school. The support was also expanded to ECCE as part of the last strategy.

The MoET will actively focus efforts on cost savings initiatives to ensure careful controls on spending, and revenue initiatives will serve to increase available funds to extend the school free fee policy (and associated grants). The MoET will actively focus efforts on fully implementing the free fee policy in the Medium Term, in line with policy mandates.

The MoET will continue to support schools to comply with the school grants criteria, avoiding delays on the disbursement of funds, and to use the grants to identify and minimize barriers to enrolment and attendance of children in schools.

The MoET will continue to improve the school grants system, management, transparency and accountability, to allow the timely payment to schools, ensuring that schools use the available resources to meet the school standards that contribute to an inclusive education system. This will involve a review of relevant manuals and access to reliable materials and resources.

Closer M&E of the strategy will involve assessing the utilization rate of schools.

Strategy Indicators	Activity Indicators
School Financial Management Manual and Code updated and approved	<ul style="list-style-type: none"> • School Financial Management Manual and Code updated and approved • Demonstrable improvement in capacity within the Ministry of Education and Training, and in Learning and Teaching Outcomes: All groups of pupils within Vanuatu (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) are tracked within EMIS, and demonstrate strong progress and attainment, any deficits are to be identified promptly, and mitigated proactively. All pupil groups to improve attainment by a minimum of 10% annually. Where applicable, all demographics increase in school learning outcomes and achievement rate (literacy and numeracy VANSTA, PILNA, National Examination) by a minimum of 10% annually • 100% of grants reported annually • School grant formula revised, and reviewed annually • 100% of all grants disbursed (or unused funds retained and reported)

Key activities include:

Activity Area	Activities
Revised School Financial Management Manual	<ul style="list-style-type: none"> • Revise the School Financial Management Manual to include new administrative functions • Provide support and training to improve capacity and performance
Grants disbursed according to work plan	<ul style="list-style-type: none"> • Grants disbursed each year and reported upon
Revised School Grant Code	<ul style="list-style-type: none"> • Revise the school grant formula to be equity-based • Disbursement of grants • Provide support and training to improve capacity and performance

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

CHALLENGE TO BE ADDRESSED

The ESA has identified generally low achievement, particularly in literacy and numeracy among students. The results were insufficiently disaggregated for some of the at-risk groups (e.g. by socio-economic group), and for those divisions that were available, results were poorer.

RATIONALE FOR THE STRATEGY

Low and inequitable achievement is one of the key concerns arising from the ESA. Strategy 2 guides the approach to the monitoring and oversight of improved access to quality education for all pupils, by measuring their learning outcomes on objective assessments, and monitoring, disaggregating and actioning data with equity in mind.

Strategy Indicators	Activity Indicators
Central tracking of access (including appraisal of out of school children %), and Learning Outcomes, to be centrally monitored, and undertaken 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. Centralised tracking to be incorporated into EMIS.	<ul style="list-style-type: none"> Central tracking of access (including appraisal of out of school children %), and Learning Outcomes, to be centrally monitored, and undertaken 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. Centralised tracking to be incorporated into EMIS. Annual sample of lesson plans by School Inspectors demonstrates consistent use of assessment data to inform Learning and Teaching in 100% of cases. Representative sample-based external benchmarking introduced. Annual sample of lesson plans by School Inspectors demonstrates consistent use of assessment data to inform Learning and Teaching in 100% of cases.

Key activities include:

Activity Area	Activities
Monitoring equitable access to quality education	<ul style="list-style-type: none"> 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. 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. 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. Ensure 100% of teachers are making demonstrable use of assessment data in planning learning and teaching activities, catering the specific needs of individual pupils, and groups of pupils.



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

CHALLENGE TO BE ADDRESSED

Access to learning in many schools is affected by insufficient, poor quality or poorly maintained infrastructure. Infrastructure and facility development and planning have historically not been sufficiently strategic, but rather ad-hoc.

RATIONALE FOR THE STRATEGY

MoET is committed to ensuring all schools have adequate and appropriate infrastructure to promote improved access and learning outcomes for all students. It is expected that all schools will continue to upgrade and improve infrastructure in accordance with agreed standards (i.e. MQS).

MoET will continue to review and refine the MQS to ensure they are aligned and promote best practice. It is also necessary for the MoET to ensure all schools meet the requirements and expectations of the MQS.

On-going maintenance of existing infrastructure is a priority and the most cost-effective approach rather than investing in expensive new infrastructure. The MoET is committed to reviewing existing policies and strategies related to infrastructure. This also includes developing an overall asset management strategy to guide and support infrastructure investments going forward.

Strategy Indicators	Activity Indicators
Annual school-based infrastructure audits are undertaken, explicitly identifying needs and priorities by updating school MQS, School Plumbing and Maintenance Manual, and Asset Master Plan.	<ul style="list-style-type: none"> • Annual school-based infrastructure audits are undertaken, explicitly identifying needs and priorities by updating school MQS, School Plumbing and Maintenance Manual, and Asset Master Plan. • Infrastructure facilities for schools (including facilities for arts, science labs, & library) are built in line with national plans. • 100% of schools have broadband internet access. • Annual school-based infrastructure audits are undertaken, explicitly identifying needs and priorities by updating school MQS, School Plumbing and Maintenance Manual, and Asset Master Plan. • School Maintenance Manual distributed to 100% of Schools. • 100% of Provincial Maintenance Officers and School Principals are found to be implementing recommendations set out within School Maintenance Manual during school inspection visits. • 100% of Provincial Maintenance Officers monitor progress on Minimum Quality Standard (MQS) 9. • ECCE, Primary, Secondary, and PSET Asses Master Plans Developed, and reviewed annually to ensure they remain fit for purpose. • MoET Central and Provincial Asset Registry Updated on Smart Stream Annually. • School Land Management Mechanisms in place for all registered government and government assisted schools, and monitored annually. • 100% of school surveys (school asset and facilities survey) completed and up to date annually. • Data on ECCE , Primary, Secondary, and PSET Building Surveys up to date, and input to VEMIS annually. • School Plumbing Manual Revised to include Sustainable Plumbing Requirements, and reviewed annually to ensure fitness for purpose. • School Plumbing Manual Distributed to 100% of Schools. • School Plumbing Maintenance guidance implemented effectively in 100% of schools, as evidenced by findings of school inspection teams.

Key activities include:

Activity Area	Activities
School MQS reviewed and updated	<ul style="list-style-type: none"> • Finalize, distribute and implement Minimum Infrastructure Standards for all levels of education • Build infrastructure facilities for schools, including facilities for arts, science labs, & library • Support internet connectivity to all schools
School Maintenance Manual reviewed and updated	<ul style="list-style-type: none"> • Revise the School Maintenance Manual to include new infrastructure requirements • Distribution of School Maintenance Manual to all schools • Provide support and training to improve capacity of Provincial Maintenance Officers and School Principals in implementing the School Maintenance Manual • Provincial Maintenance Officers to monitor progress on Minimum Quality Standard (MQS) 9
Asset master plan developed and approved	<ul style="list-style-type: none"> • Develop ECCE, Primary, Secondary and PSET Asset Master Plan • MoET Central and Provincial Asset Registry are updated on Smart Stream • Delivery of School Land Management for registered government and government assisted schools • Maintain updated data of school's surveys (based on school asset & facilities surveys) • Maintain updated data of ECCE, Primary, Secondary and PSET buildings survey
School Plumbing Maintenance Manual reviewed and updated	<ul style="list-style-type: none"> • Revise the School Plumbing Maintenance Manual to include sustainable plumbing requirements • Distribution of School Plumbing Maintenance Manual to all schools • Provide support and training to improve capacity of Provincial Maintenance Officers and School Principals in implementing the School Plumbing Maintenance Manual



STRATEGY 4

Promote and mainstream Inclusive Education so that all children have equitable access to school

CHALLENGE TO BE ADDRESSED

Children with special educational needs are over-represented among out-of-school children.

RATIONALE FOR THE STRATEGY

MoET will ensure that boys, girls and children with special needs are given equitable opportunities and a right free of discrimination to participate in all levels of education and training programs. The MoET will develop and implement special and inclusive education initiatives in the education system for everyone. The MoET will implement initiatives and support the 'out-of-school initiatives', with the support of development partners, to identify children in the appropriate age for school that are not enrolled, identifying the reasons for not attending school and promoting initiatives that allow them to participate in appropriate levels of the education system.

Strategy Indicators	Activity Indicators
All groups of pupils within Vanuatu (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) are tracked within VEMIS, and demonstrate strong progress and attainment, any deficits are to be identified promptly, and mitigated proactively. All pupil groups to improve attainment by a minimum of 10% annually. Where applicable, all demographics increase in school learning outcomes and achievement rate (literacy and numeracy VANSTA, PILNA, National Examination) by a minimum of 10% annually.	Inclusive Education Policy Reviewed on an annual basis.

Key activities include

Activity Area	Activity
Children have equitable access to schools	Inclusive Education Policy reviewed and implemented



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

CHALLENGE TO BE ADDRESSED

Health and hygiene were identified as significant barriers to access for many children, affecting overall enrolment, attendance, repetition, and promotion rates.

RATIONALE FOR THE STRATEGY

The MoET will focus effort on Health Promotion Strategies (HPS) which will centre on the provision of WASH facilities and initiatives for all schools to promote healthy and inclusive lifestyles. WASH initiatives will be implemented, with the support of the development partners.

The MoET will continue to consolidate partnerships with stakeholders (Ministry of Health, Civil Registry, etc.) to improve data collection, disaggregated data and analysis for decision making in the inclusive education area.

Strategy Indicators	Activity Indicators
100% of schools are HPS Schools, and all demographics (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) have equitable access to quality WASH facilities in schools.	<ul style="list-style-type: none"> • WASH in School National Framework updated, and reviewed annually, and is observed as being implemented in 100% of schools during school inspection visits. • WASH in School National Framework updated, and reviewed annually, and is observed as being implemented in 100% of schools during school inspection visits. • 100% of schools observed to have effective WASH facilities during school inspection visits.

Key activities include

Activity Area	Activity
Children have equitable access to HPS activities and equitable access to quality WASH in Schools facilities	<ul style="list-style-type: none"> • Scale up WinS (WASH in Schools) national framework (develop and implement WinS policy, standard, guidelines, curriculum) • Implement WASH initiatives at the provincial and school levels • Improve WASH facilities in schools



STRATEGY 6

Manage the implementation of the National School Infrastructure Development Plan (NSIDP) for existing schools and identify new schools in need

CHALLENGE TO BE ADDRESSED

Infrastructure planning, maintenance and development in schools has been done largely on an ad-hoc basis and was often not aligned to key MoET priorities and objectives, affecting the access and quality of in-school provision.

RATIONALE FOR THE STRATEGY

To improve access to schooling for communities ensuring the economic viability of the education system, MoET has developed a NSDP, to direct infrastructure planning, school rationalization and cost-effective use of the existing capacity. The plan details the existing resources and education needs within the country, taking into consideration ongoing policy reforms such as the compliance with school MQS, infrastructure standards, and the cost of addressing the gaps in MQS and school registration policy.

Strategy Indicators	Activity Indicators
100% of existing schools effectively implement the National School Infrastructure Development Plan (NSIDP), and new schools in need are identified annually.	<ul style="list-style-type: none"> • NSIDP Policy Framework developed and implemented, and reviewed annually to ensure ongoing fitness for purpose. • National School Infrastructure Development Plan developed and implemented, and reviewed annually to ensure ongoing fitness for purpose.

Key activities include

Activity Area	Activity
Rationalization of existing schools and identify need for new schools	<ul style="list-style-type: none"> • Develop and implement the NSIDP Policy framework • Finalize and implement the National School Infrastructure Development Plan



STRATEGY 7

Strengthen partnerships and communications between schools and communities, with the view of improving learning and access

CHALLENGE TO BE ADDRESSED

Communities have not been sufficiently utilized as a resource by schools in driving forward access, attainment, compliance and quality.

RATIONALE FOR THE STRATEGY

A key component of supporting schools to ensure school teachers and principals engage with communities to ensure key messages are communicated and discussed with regards to right age enrolment, student performance and to strengthen community networks.

The MoET is committed to better communication with communities as evidenced through recent campaigns (e.g. right age campaign) to promote awareness with parents. The MoET is a part of the community and has the responsibility to ensure that schools play a central role, not only in learning and engagement of students, but in supporting the broader social and development agenda of Vanuatu.

Strategy Indicators	Activity Indicators
Communities that report enhanced engagement with schools and school leadership increasing annually by 10%, with ongoing monitoring of correlation with learning outcomes and access across all demographics.	<ul style="list-style-type: none"> • Communication Strategy Updated, Disseminated, and Reviewed (to ensure fitness for purpose) on an annual basis (or in response to need). • Protocols for use of emails and social media including Facebook and Website; and Processes for Right to Information are established and implemented, and reviewed annually (or in response to shifts in legislation or statutory guidance) to ensure compliance, and fitness for purpose. • All agreements (MOAs) / MOUs with EAs, NGOs, line ministries, external Governments and agencies reviewed annually (or in response to change in circumstance); operations of Education Authorities reported on annually. • 10% increase annually in the number of number of distinct communication briefings shared with the Office of the Government Chief Information Officer (OGCIO) and Telecommunication Radio Broadcasting Regulator (TRBR). • Joint Partnership Agreements secured, with funding dispersed, from all existing donors. Tangible engagements (i.e. funding received) from new, non-traditional, donor partners, with a minimum increase of donor support from new sources of 10% per annum. • Statistically significant sample-based surveys demonstrate 50% annual increase in stakeholder awareness.

Key Activities include:

Activity Area	Key activities
Community engagement	<ul style="list-style-type: none"> • Finalize and implement communication strategy (inclusive of communication before/during/after disaster) • Protocols for use of emails and social media including Facebook and Website; and Processes for Right to Information are established and implemented • Review and establish agreements (MOAs) / MOUs with EAs, NGOs, line ministries, external Governments and agencies; and monitor operations of Education Authorities • Increase collaboration with Office of the Government Chief Information Officer (OGCIO) and Telecommunication Radio Broadcasting Regulator (TRBR) • 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 • Raising awareness in schools and Provinces of relevant policies



STRATEGY 8

Strengthen Disaster Risk Reduction and Management (DRRM) to face climate change and natural disasters

CHALLENGE TO BE ADDRESSED

Not all schools are disaster-proof and therefore expose the educational provision in Vanuatu to the risk of disruption in case of emergency.

RATIONALE FOR THE STRATEGY

Vanuatu is prone to significant natural disaster and events. The MoET is a key stakeholder with the National Recovery Committee (NRC) and with the Vanuatu Infrastructure Improvement Program (VIRIP) supported by the World Bank. The work of DRRM is a critical component for all education centres and schools. The focus of the strategy is to place DRRM at the centre of policy and planning and ensure all schools have a DRRM strategy and is included as part of SIPs.

Strategy Indicators	Activity Indicators
100% of schools incorporate DRRM activities in their SIPs	<ul style="list-style-type: none"> Education in Emergency Policy implemented and reviewed annually, and in response to need, to ensure fitness for purpose. Regular, minuted, meetings between Ministry, other line Ministries, and Stakeholders, with Contingency Plan reviewed annually (or in response to need) to ensure fitness for purpose. 5% annual increase in Ministry Leadership of Education and Training Cluster activities. Data gaps in relation to disaster responsiveness, and Coordinate with NDMO to access DRR funds for selected facilities as evacuation centres (for structural and non-structural improvement) clearly identified, and reduced by a minimum of 50% per annum.

Key Activities include:

Activity Area	Key activities
Strengthen Disaster Risk Reduction and Management (DRRM)	<ul style="list-style-type: none"> Review and implement Education in Emergency Policy Implement the Ministry Contingency Plan through Strengthening coordination amongst Ministry and other line ministries and stakeholders to be better prepared to respond effectively to disasters Increase Ministry leadership of Education and Training cluster activities; including strengthening the Education Cluster 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)



STRATEGY 9

Reduce the number of out-of-school children

CHALLENGE TO BE ADDRESSED

There is still a significant number of children out of school, preventing Vanuatu from achieving universal access in education.

RATIONALE FOR THE STRATEGY

Universal access needs to be strengthened by further reducing out-of-school children in a systematic and continuous manner.

Strategy Indicators	Activity Indicators
50% annual reduction in the % of Out of School Children.	<ul style="list-style-type: none"> All groups of pupils within Vanuatu (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) are tracked within VEMIS, and demonstrate strong progress and attainment, any deficits are to be identified promptly, and mitigated proactively. All pupil groups to improve attainment by a minimum of 10% annually. Where applicable, all demographics increase in school learning outcomes and achievement rate (literacy and numeracy VANSTA, PILNA, National Examination) by a minimum of 10% annually. 100% retention rate for children re-entering the education system.

Key Activities include:

Activity Area	Key activities
Out of School Children Reduction	<ul style="list-style-type: none"> Data on Out of School Children monitored closely, with effective mitigation strategies adopted to rapidly ensure all children have equitable access to quality education Provision of training and support to schools and teaching staff to ensure appropriate support of children re-entering the education system



STRATEGY 10 Eliminate grade repetition

CHALLENGE TO BE ADDRESSED

Learning outcomes as well as access is significantly undermined by continued practice of grade repetition.

RATIONALE FOR THE STRATEGY

As grade repetition has been shown to provide limited to no benefit to learning outcomes for affected pupils, the ministry will also aim to eliminate grade repetition completely, by focusing on the following goals and targets:

Strategy Indicators	Activity Indicators
100% of schools eliminate grade repetition.	<ul style="list-style-type: none"> 100% of schools eliminate grade repetition. 75% of lesson external observations undertaken by inspectors demonstrate that learning and teaching is facilitated effectively by teachers, and validated by improved outcomes in external assessments of children's attainment and progress.

Key Activities include:

Activity Area	Key activities
Grade Repetition Elimination	<ul style="list-style-type: none"> • Awareness campaign to ensure all teachers are aware that grade repetition is to be eliminated • Monitoring of grade repetition to ensure compliance • Provision of training to ensure appropriate teaching and learning strategies support the needs of pupils with diverse learning needs (including, but not limited to, differentiation informed by assessment data)

Quality


STRATEGY 11
Review and Implement National Education Language Policy with the view of improving teaching and learning in schools

CHALLENGE TO BE ADDRESSED

Vanuatu's bilingual education system poses unique challenges in terms of language education and a bifurcated education system with different learning outcomes, access levels, and quality of education across them. To align the policy environment and practice, as well as to benefit from the unique advantages of a bilingual system, a National Language Policy is required.

RATIONALE FOR THE STRATEGY

At an organisational level, the MoET will develop and implement a National Education Language Policy to propose a centralized approach to language teaching and the relevant differences in the bifurcated system in a coordinated and consolidated way.

Strategy Indicators	Activity Indicators
Education Language Policy reviewed and implemented, with ongoing annual reviews to ensure fitness for purpose. Learning and teaching outcomes improve in relation to Language Education.	<ul style="list-style-type: none"> • Education Language Policy reviewed and implemented, with ongoing annual reviews to ensure fitness for purpose. Learning and teaching outcomes improve in relation to Language Education. • Education Language Policy reviewed and implemented, with ongoing annual reviews to ensure fitness for purpose. Learning and teaching outcomes improve in relation to Language Education.

Key Activities include:

Activity Area	Key activities
Review and implement National Education Language Policy by 2030	<ul style="list-style-type: none"> • Review the existing Vanuatu National Language Policy and Implement the new Vanuatu National Education Language Policy • Development and implementation of a bilingual/plurilingual education policy and system


STRATEGY 12
Develop MoET Policy Guidelines to harmonize and unify future policy development

Bilingual: Defines the use of English or French language as the medium of instruction and learning in Vanuatu.
Plurilingual: defines the use of the Vanuatu dialects including Bislama language.

CHALLENGE TO BE ADDRESSED

There is a significant degree of variation and some overlap between policies, which sometimes leads to conflicts in policy implementation and interpretation by local actors. Implementation of policies is sometimes uncoordinated and insufficiently monitored. Many local actors are not properly aware of all relevant policies.

RATIONALE FOR THE STRATEGY

At an organisational level, the MoET must develop relevant guidelines to inform future policy development, ensure that policies are harmonized, well-implemented, and understood by relevant actors. This will help drive clarity and consequently compliance. It will make it easier to identify policies in need of update and allow the MoET to prioritize key policies and strategies going forward.

Strategy Indicators	Activity Indicators
Alignment and harmonization of MoET Policy Guidelines.	<ul style="list-style-type: none"> • Policy Development Guidelines Finalized, Implemented, and Reviewed on an annual basis to ensure fitness for purpose. • Action Plans for all existing Policies Developed, Implemented, and Reviewed on an annual basis to ensure fitness for purpose. • Statistically significant sample-based surveys demonstrate 50% annual increase in stakeholder awareness.

Key Activities include:

Activity Area	Key activities
Policy Guidelines developed to inform policy development	<ul style="list-style-type: none"> • Finalize and implement Policy Development Guideline • Review and develop action plans for all existing policies • Raising awareness in schools and Provinces of relevant policies



STRATEGY 13

Review and implement IT Policy to improve teaching and learning in schools

CHALLENGE TO BE ADDRESSED

Technology is currently a missing resource in many schools, and is generally underutilized in teaching and learning. Its benefits are insufficiently used to drive better learning outcomes, more effective differentiation and/or assessment practice.

RATIONALE FOR THE STRATEGY

The MoET will review the legislative framework (Education Act, Teaching Service Act etc.) in order to facilitate the delivery of education and training.

At an organisational level, the MoET will review important policies and strategies as part of an ongoing commitment to strengthen the quality of education services and support overall. Policies and strategies will be updated as necessary and the following strategies have been prioritised as key policies and strategies going forward. Additional strategies may be considered.

Strategy Indicators	Activity Indicators
All IT Policies are Reviewed Annually, and are Up-to-Date, and Fit for Purpose.	<ul style="list-style-type: none"> • All IT Policies reviewed on an annual basis to ensure fitness for purpose. • 75% of lesson external observations undertaken by inspectors demonstrate that ICT is being used effectively by teachers, validated by improved outcomes in external assessments of children's attainment and progress. • 10% Annual Increase Recorded in community participation in Computer Lab and Information Centre and monitor the use of CLICC and others. • 100% access to Broadband ICT Infrastructure, and IT Support, at Provincial and School Levels. • Develop Minimum ICT Standard for MoET (central, provincial & schools) developed, and reviewed on an annual basis to ensure fitness for purpose. • 100% of schools have broadband internet access.

Key Activities include:

Activity Area	Key activities
IT Policy Implemented by 2030	<ul style="list-style-type: none"> • Review IT Policies • Increase use of ICT in schools through multiple actors, and manage establishment of computer labs in schools where possible • Increase community participation in Computer Lab and Information Centre and monitor the use of CLICC and others • ICT support and infrastructure coordination provided from the MoET central level to provincial and school levels • Develop Minimum ICT Standard for MoET (central, provincial & schools) • 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)



CHALLENGE TO BE ADDRESSED

The current Vanuatu curriculum is yet to be harmonized and properly implemented in many of the country's schools to ensure alignment of its understanding, implementation, and assessment across all schools in all provinces.

RATIONALE FOR THE STRATEGY

MoET will continue to provide all schools with relevant and appropriate national curriculum. Based on the Vanuatu National Curriculum Statement, all approved curriculum materials and previous year's exams will be published in the MoET's public website to increase the free access to the materials by schools, teachers and students.

The MoET will continue the ongoing development work to consolidate the progressive harmonization of all subjects of the curriculum from Year 1 to 13, in multiple languages.

The MoET will continue to provide training to professional development of teachers to implement curriculum reforms, development and distribution of teacher guides, readers, literacy and numeracy kits to support teaching and improve learning outcomes.

A key feature going forward is to harmonise and integrate assessment units into the curriculum unit. This is a critical reform agenda that will underpin other reforms in the structure of the MoET going forward. The MoET will continue to improve the assessment system, including with the use of Open VEMIS, will provide guidance to harmonize assessments systems in all schools, and improve links between the curriculum implementation and national assessment practices. In doing so, MoET will develop understanding and common frameworks between national examination and assessment tools and systems that are consistent with regional and international systems.

Strategy Indicators	Activity Indicators
Curriculum Reform Undertaken, with Uniform Curriculum in place within government and government-assisted schools (excluding international curricula, if and where applicable).	<ul style="list-style-type: none"> National Assessment and Reporting Policy implemented, and reviewed on an annual basis to ensure fitness for purpose. Assessment mechanisms implemented, and results consistently tracked in VEMIS. Statistically significant sample-based surveys demonstrate 50% annual increase in stakeholder awareness of assessment data. 75% of lesson external observations undertaken by inspectors demonstrate that learning and teaching is facilitated effectively by teachers' use of assessment data, and validated by improved outcomes in external assessments of children's attainment and progress. National Curriculum Developed, Implemented, and Delivered in 100% of schools (other than independent schools, or those using international curricula), as observed by inspectors during annual school visits. Curriculum Reform Indicators developed, and reviewed/ monitored on an annual basis.

Key activities include:

Activity Area	Key Activities
Harmonize assessment practices	<ul style="list-style-type: none"> Review and implement the National Assessment and Reporting Policy Implement relevant assessment mechanisms (PacSIM, ATLAS, etc.) Use Open VEMIS to improve and strengthen the management of examination and assessment database and improve reporting of assessment back to school and parents Harness VANSTA, PILNA, ARTTLe in primary schools - National Examinations
High quality / Standard curriculum system in place	<ul style="list-style-type: none"> Development and implementation of the reviewed national primary and secondary school curriculum - Provision of relevant and appropriate National Curriculum to all schools - Professional Development of key curriculum reform indicators



STRATEGY 15

Improve enrolment and quality in tertiary education by developing and implementing the Vanuatu National University Act

CHALLENGE TO BE ADDRESSED

Tertiary education in Vanuatu is marked by low overall enrolment and varying quality of provision across individual faculties, language-medium, schools, and staff members. This needs to be strengthened to improve the quality of the sector and consequently the skills in the labour market.

RATIONALE FOR THE STRATEGY

The MoET will promote consultation and studies to assess the viability of the establishment of a

national bilingual institutional structure of higher education and research.

Scholarships will be linked with identified skills and national qualifications priority needs and MoET will look into developing a scholarship policy and sound related procedures.

Scholarships will be strengthened and MoET will manage its database/information system with regard to scholarships data.

Strategy Indicators	Activity Indicators
<p>Vanuatu National University Act Drafted and Enacted, and reviewed annually to ensure fitness for purpose, with demonstrable increases in quality and access in tertiary education, with a 10% increase in access for all demographics (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) access annually.</p>	<ul style="list-style-type: none"> Education Act revised, and appropriate legislative process implemented effectively. Appropriate Higher Education Legislation Enacted. Commission for Higher Education Established, and Higher Education Structure put in place, monitored on an annual basis to ensure fitness for purpose. Non-formal and informal training regulated effectively, with mechanisms established to recognize non-formal subsector, reviewed annually to ensure fitness for purpose. Payments of grants to PSET providers and other institutions regulated effectively and reviewed annually to ensure fitness for purpose.

Key activities include:

Activity Area	Key Activities
Develop and implement Vanuatu National University Act	<ul style="list-style-type: none"> Revise current Education Act to include PSET Sector Develop and enact legislation for higher education including national university and other institutions Establish a commission for Higher Education and develop a Higher Education Structure Regulate non-formal and informal training and develop mechanisms to recognize the non-formal subsector Regulate the payment of grants to PSET providers and other institutions



STRATEGY 16

Strengthen enrolment and quality of Post School Education Training (PSET) sector by reviewing and implementing PSET Policy

CHALLENGE TO BE ADDRESSED

Enrolment and quality of TVET and PSET education varies across institutions, provinces, and languages. The output of some institutions is not sufficiently aligned to labour market needs.

RATIONALE FOR THE STRATEGY

Training providers of TVET will be supported by MoET and VQA to meet the legislative standards.

The MoET will seek solutions to progressively increase support to mainstream technical and vocational education and training, higher education and research into the formal education system.

Scholarships will be linked with identified skills and national qualifications priority needs and MoET will look into developing a scholarship policy and sound related procedures.

Scholarships will be strengthened and MoET will manage its database/information system with regard to scholarships data.

Strategy Indicators	Activity Indicators
PSET has formalized systems and structures to support access and inclusion, and is reviewed on an annual basis.	<ul style="list-style-type: none"> • PSET Policy reviewed annually to ensure fitness for purpose. • Provincial Skills Centres established and developed in Shefa and Penama. • 100% of PSCs have suitable infrastructure and facilities, reviewed annually. • 10% annual increase in access for all demographics (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), to PSET. • LLN Strategy Implemented, and reviewed annually to ensure fitness for purpose. • Scholarships align with NSDP priorities and NHRD Plan, and are reviewed annually to ensure continued alignment. • Clear frameworks developed, and established, for the recognition of prior learning 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, in addition to monitoring of % increase in access for all demographics on an annual basis, to ensure effectiveness. • 10% annual increase in No. of teachers upskilled in inclusive education annually.

Key activities include:

Activity Area	Key Activities
Review and implement Post-School Education and Training Policy	<ul style="list-style-type: none"> • Review PSET Policy • Develop Provincial Skills Centres in remaining provinces (Shefa and Penama) • Ensure all PSCs are adequately funded with suitable infrastructure and facilities • Diversify opportunities for Open Distance Learning and other school-based skill training and develop and deliver bridging programs to facilitate pathways to PSET • Implement the Language, Literacy and Numeracy (LLN) strategy (Nov 2018) • Ensure scholarships meet NSDP priorities and National Human Resource Development (NHRD) plan • 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 • Encourage scholarship access for teachers willing to be upskilled in Inclusive Education



STRATEGY 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

CHALLENGE TO BE ADDRESSED

Some school leaders, teachers, and service staff lack sufficient skills in pedagogy, leadership, and other key areas to effectively drive forward learning outcomes. The MoET's approach in this area needs to be more coordinated to achieve results.

RATIONALE FOR THE STRATEGY

The MoET will design and implement a National Teacher Development Plan (NTDP) that will set a long term vision for teacher development in the areas of both pre-service and in-service teacher training through internal, external, provincial or school based delivery modes that lead to an accredited qualification as defined by the Vanuatu National Qualifications Framework (VNQF). Apart from the current programs delivered by VITE, the implementation of the NTDP will improve the quality of the teaching by developing the existing teacher work force through in-service, field-based training and other modalities to be identified, raising the standards of entry to the teaching profession and increasing the number of certified teachers.

Additional licensing and guidelines will also be developed to guide and codify good teaching practice for Vanuatu teaching and service staff.

In accordance with the training needs identified by the NTDP, VITE will design the necessary teacher courses to be accredited by the VQA in line with the NQF to meet the requirements of the teacher's certification process. These will be included in the Teacher Development Policy.

Strategy Indicators	Activity Indicators
75% of lesson external observations undertaken by inspectors demonstrate that learning and teaching is facilitated effectively by teachers, and validated by improved outcomes in external assessments of children's attainment and progress. National Teacher Quality Framework Established, and Reviewed Annually. National Teacher Development Policy Reviewed Annually. Teacher Registration and Licensing Policy Reviewed Annually. Teaching Service Staff Manual Standards Reviewed Annually.	<ul style="list-style-type: none"> • National Teacher Quality Framework developed and implemented, and reviewed annually, with consistent 10% increase annually in the % of lessons deemed to be of a high standard in observations undertaken by inspectors. • Consistent 10% increase annually in the % of lessons deemed to be of a high standard in observations undertaken by inspectors. • Consistent 10% increase annually in the % of lessons deemed to be of a high standard in observations undertaken by inspectors. • National Teacher Development Policy framework finalised and implemented, in addition to the National Teachers Development Plan (NTDP), reviewed annually to ensure fitness for purpose. Consistent 10% increase annually in the % of lessons deemed to be of a high standard in observations undertaken by inspectors. • Bachelor in ECCE/ Primary and Secondary education (VITE) programmes developed, in line with international standards, reviewed annually to ensure effectiveness, quality of graduates (with regard to learning and teaching outcomes), and cost-effectiveness. • Register of all teachers developed, and maintained, with use of UINs and biometrics to minimise risk of ghost teachers and inaccuracy, updated and reviewed on an annual basis. • Standards for issuance of licenses established, and implemented, with annual reviews to ensure 'ease of doing business', minimal administrative burden, and fitness for purpose. • Cancellation of licenses through under-performances and code of conduct breaches undertaken in line with policy, and relevant legislation, with details recorded on an ongoing basis. • Standards established for professional performance and ethical conduct, and are implemented effectively. Survey data reports a statistically significant sample of professionals demonstrate strong understanding, and the standards are reviewed on an annual basis to ensure effectiveness. • Teacher Service Staff Manual and Principals and Teachers Minimum Standards Implemented, and reviewed annually to ensure effectiveness, including evidence of improved knowledge of standards in statistically significant samples of professionals, and consistent annual improvement in compliance identified in inspection findings. • Annual review demonstrates improved alignment between Teaching Service Commission (TSD) and PSC structures. • Teachers Code of Conduct/Ethics Implemented and reviewed annually to ensure effectiveness, including evidence of improved knowledge of standards in statistically significant samples of professionals, and consistent annual improvement in compliance identified in inspection findings. • Clearly costed succession plans in place for teachers/trainers/lecturers, reviewed and updated on an annual basis.

Key activities include:

Activity Area	Key Activities
Develop and implement National Teacher quality framework	<ul style="list-style-type: none"> • Develop and implement the National Teacher quality framework • Provide support and monitoring for effective teaching practices
Develop and implement National Teacher Development Policy by 2030	<ul style="list-style-type: none"> • Develop and implement the National Teacher Development Policy framework and Finalise and implement the National Teachers Development Plan (NTDP) • Develop and implement Bachelor in ECCE/ Primary and Secondary education (VITE)
Implement teacher registration and licensing policy 2030	<ul style="list-style-type: none"> • Creation and maintenance of a register of all teachers • Establishing standards for issuance of licenses • Cancellation of licenses through under-performances and code of conduct breaches • Setting standards for professional performance and ethical conduct
Teaching Service Staff Manual Standards	<ul style="list-style-type: none"> • Continue to implement the Teaching Service Staff Manual and Principals and Teachers Minimum standards • Strengthen alignment between Teaching Service Commission (TSC) and PSC structures • Implement teachers code of conduct/ethics • Establish teachers / trainers / lecturers succession plan with clear costing (TSC)

Management



STRATEGY 18

Strengthen centralized planning, budgeting, and reporting to improve MoET's efficiency and effectiveness in using its resources

CHALLENGE TO BE ADDRESSED

Due to the country's provinces geographic isolation, service-delivery at the point of need remains a challenge for the Ministry vis-à-vis its local educational actors. This affects efficiency and effectiveness of resource utilization as well as its monitoring. As such, key reforms are required in planning, budgeting, and financing monitoring mechanisms to improve the education system overall.

RATIONALE FOR THE STRATEGY

The MoET will also seek to effectively utilise its overall budget and ensure that finances are carefully managed, accounted for, and reported against. The MoET will also seek to promote costs savings and also achieve high quality value for money across all directorates and operations.

The MoET will continue to proceed with appropriate structural reforms at central, provincial and school level in order to ensure that the size of the structure and operations are appropriate for the needs of service delivery. This will be achieved by reorganizing and reviewing functions and posts in a process of continuous improvement aimed at strengthening the level of direct support services to school and teachers and tertiary institutions (curriculum and materials, assessment) principals (management tools, professional development, facilities and assets management) and teachers (performance appraisal, training and professional development).

03 PROGRAM DESIGN AND DESCRIPTIONS

The MoET will improve links between policy development, planning, budgeting and reporting (M&E) at central, provincial and school level. Every school will produce a comprehensive activity and financial report with generated income, payroll and operational expenditure, and provinces will produce consolidated annual reports.

Strategy Indicators	Activity Indicators
Planning and reporting systems enhanced and aligned	<ul style="list-style-type: none">Annual Plan budget and reporting cycle is implemented at central, provincial and school level, and reviewed on an annual basis to ensure accuracy, effectiveness, and fitness for purpose.Policy Compliance Matrix developed, and used to ensure that planning and budgeting are properly resourced - use of Matrix mandatory, and reviewed annually to ensure effectiveness.Demonstrable involvement of management in planning and budgeting process, evidenced by minuted meetings, with clear input, in addition to named 'responsible' parties from management in financial planning. Reviewed on an annual basis to ensure effectiveness and fitness for purpose.Results Framework reviewed on an annual basis, updated as required, and progress toward all indicators recorded systematically in VEMIS,Annual review undertaken of all policies, to ensure effectiveness and fitness for purpose.Demonstrable improvement in capacity within the Ministry of Education and Training in budgeting and reporting at provincial level, fewer errors identified, and reduced support required. Monitored on an annual basis, with improvement noted in each instance.

Key Activities include:

Activity Area	Key activities
Planning, Budgeting, Financing, and Reporting processes are aligned	<ul style="list-style-type: none">Annual Plan budget and reporting cycle is implemented at central, provincial and school levelPolicies are considered in the planning and budgeting processes in order to be properly resourcedManagers actively participate in the planning and budgeting processesReview and implement the M&E Results FrameworkCarry out regular monitoring and periodic assessment of plans/policiesConduct capacity building on planning, budgeting and reporting at provincial level



CHALLENGE TO BE ADDRESSED

MoET currently largely relies on external assistance to cater to its research needs and to help drive evidence-based policy; additional efforts are required to build this capacity internally. Quality and prominence of research at Vanuatu tertiary institutions is currently relatively low and needs to be improved.

RATIONALE FOR THE STRATEGY

MoET will establish and strengthen its research unit to ensure its decision making that is also based on evidence.

MoET will work to improve the prominence and quality of research in Vanuatu's institutions of tertiary education.

Strategy Indicators	Activity Indicators
Research program established, and research reports prepared, with 10% annual increase in the number of academic papers published in Top 10 international journals in relevant field.	<ul style="list-style-type: none"> • Research program and policy established, and research reports prepared, with 10% annual increase in the number of academic papers published in Top 10 international journals in relevant field. • Academic Research Scholarships allocated for Master's and PhD Study at national or (Top 50 THES/QS) international universities, monitored annually to ensure effectiveness, value for money, and demonstrable impact. • Statistically significant tracer studies, with sufficiently large samples to ensure reliable data following sample attrition, established to ensure PSET provision and a coherent labour market training strategy, supplemented by proactive engagement with the private sector. Reviewed annually. • Expenditure review undertaken of the Education Sector, and recommendations implemented. Repeated on an annual basis. • Financial model developed for the PSET sector, and reviewed and updated on an annual basis.

Key Activities include:

Activity Area	Key activities
MoET Research Policy Guideline implemented by 2030	<ul style="list-style-type: none"> • Develop a Research Policy guideline for Ministry • Allocate Academic Research scholarships for Master's and PHD • Conduct tracer studies for graduates to ensure efficient and responsive PSET provision and a coherent labour market training strategy • Conduct an expenditure review of the education sector (ECCE up to PSET) and implement recommendations from Expenditure Review • Research and develop the financial model for the PSET sector based on the findings of the research on costs of PSET sector



STRATEGY 20

Develop and Implement School Inspector Guidelines and strengthen SIP Practice

CHALLENGE TO BE ADDRESSED

The school improvement practice is currently unharmonized, does not sufficiently rely on good student and teacher data, and is not properly aligned to provide inputs to policy planning. Inspectors require additional capacity development and improved understanding of good inspection practice.

RATIONALE FOR THE STRATEGY

The MoET will continue to disseminate the approved schools, teachers and principals' standards, and will continue to make sure that these approved standards are incorporated in various policies of the education sector.

The MoET will continue to strengthen its teacher planning function to allow managing the teaching workforce, recruitment and selection of teachers and head of schools by merit, performance appraisal, and will assist the control of payroll expenditure.

The MoET will have all policies in English, French and Bislama accessible to its staff, school staff and communities.

The MoET will continue to improve the data management systems to collect information in relation to schools, principals and teachers' standards, planning, budgeting, assets and revenue generation activities.

Strategy Indicators	Activity Indicators
School Inspector Guidelines developed and implemented effectively, with annual reviews to ensure fitness for purpose. 100% schools have SIPs by 2030	<ul style="list-style-type: none"> • School Improvement Unit Policy implemented, and reviewed on an annual basis. Consistent 10% increase annually in the % of lessons deemed to be of a high standard in observations undertaken by inspectors, in addition to correlation with improved learning outcomes (attainment, and progress). • 100% of Schools Develop and Implement SIPs. • Schools' MQS Finalised and Implemented, with findings demonstrably impacting on school improvement planning processes, with measurable improvements in infrastructure, and annual improvement in learning and teaching (attainment and progress), reviewed on an annual basis to ensure fitness for purpose and effectiveness. • ECCE Policy and Minimum Quality Service Standards Implemented, and monitored, with a 10% improvement in ECCE learning outcomes for all demographics noted on an annual basis, and 5% annual improvements in the % of strong classroom practice observed during lesson observations by inspectors. • 100% of Schools Develop and Implement SIPs, with clear evidence recorded of appropriate engagement with school councils. • 100% of Schools Develop and Implement SIPs. • 100% of schools make use of Open VEMIS for SIP • School Inspector Guidelines developed and implemented, reviewed on an annual basis to ensure fitness for purpose, and effectiveness. Learning and teaching outcomes improve in schools.

Key Activities include:

Activity Area	Key activities
School Improvement Unit Policy implementation	<ul style="list-style-type: none"> • Finalise and implement School Improvement Unit Policy • Support schools to develop and implement their SIPs • Review, finalize and implement schools' MQS and use findings to improve quality through school improvement planning processes • Implement ECCE Policy and Minimum Quality Service Standards to monitor and improve quality of pre-school education • Implementation and timely reporting of school improvement plans, with accountability of school council, into OV • Strengthening & monitoring School Improvement Plan (SIP) • The use of Open VEMIS in school planning
Develop School Inspector Guideline	<ul style="list-style-type: none"> • Develop and implement School Inspector Guideline



CHALLENGE TO BE ADDRESSED

The different contexts, challenges and geographical distance to the MoET of individual schools in the provinces affects the quality and availability of the MoET services to these schools. To better address these challenges, a devolution of MoET functions is required.

RATIONALE FOR THE STRATEGY

The MoET will develop processes to better allocate sufficient resources, including operational funds, to the provinces to enable an efficient and effective education services delivery. The Central Ministry will support devolution to provinces with a greater focus on functions for policies, standards, plans and priority – setting supported by monitoring, evaluation and reporting. A resource allocation model for provinces will be reviewed taking into consideration the volume of service delivery needs (number of schools, students, etc.), geography, logistics, etc.

The Ministry will explore sharing selected corporate services with other agencies to support provinces; where feasible, civil servants will be transferred to provinces for service delivery and support to schools.

Strengthening the public finance and procurement at the provincial education offices and schools.

Strategy Indicators	Activity Indicators
Provincial Education Officers (PEO) have increased autonomy to act locally. 25% annual increase in the % of decision-making devolved to PEOs in relation to service delivery to schools.	<ul style="list-style-type: none"> • Provincial Education Officers (PEO) have increased autonomy to act locally. 25% annual increase in the % of decision-making devolved to PEOs in relation to service delivery to schools. D114:D123 • Provincial Education Officers (PEO) have increased autonomy to act locally. 25% annual increase in the % of decision-making devolved to PEOs in relation to service delivery to schools. • Quality Management System developed and implemented within the Ministry, and reviewed on an annual basis to ensure effectiveness in strengthening quality indicators, and fitness for purpose. • School Support Centres established in 100% of provinces, Policies for Support Centres developed, and reviewed on an annual basis, with % increase year-on-year in devolution of activities in all sectors. • Provincial Education Boards have increased autonomy to act locally. 25% annual increase in the % of decision-making devolved to Provision Education Boards in each province. • Recruitment process through PSC formalised, and reviewed on an annual basis to ensure fitness for purpose, and effectiveness. • Continuous CPT established for all staff, with staff making progress against targets for development, or with remedial intervention for underperformance (and dismissal as appropriate, in line with policies and procedures), with CPD approach reviewed annually to ensure fitness for purpose and effectiveness. • Clearly costed succession plans in place for teachers/trainers/lecturers, reviewed and updated on an annual basis. • 10% annual increase in work-based training, and 5% annual increase in PSET graduate employment.

Key Activities include:

Activity Area	Key activities
MoET organisational structure and formal roles and responsibilities documented	<ul style="list-style-type: none"> • MoET structure reviewed and implementation of devolution • Strengthen the compliance of policy through devolution strategy • Develop and implement a Ministry Quality Management System • Establish school support centres in other provinces and develop a policy for school support centres; and ensure appropriate budgetary and other logistical support for devolution activities in all sectors • Strengthen alignment between Teaching Service Commission (TSC) and PSC structures; and undertake periodic assessment of Ministry organizational structure • Devolve relevant functions to the provinces; and review and strengthen existing Provincial Education Boards in each province • Formalize recruitment through PSC processes • Develop and implement continuous professional development and capacity building with Ministry • Establish Ministry staff (PSC) and teachers/trainers/lecturers/other staff succession plan with clear costing (PSC / TSC) • Enhance collaboration between PSET providers and industries to inform of courses needed to meet the National Human Resource Development Plan

**STRATEGY 22****Align MoET to SDG4 through the National Sustainable Development Plan****CHALLENGE TO BE ADDRESSED**

As a signatory to the Sustainable Development Goals the MoET has made certain commitments in terms of monitoring progress on and improving status of certain education access and quality indicators. This must be reflected in its strategy and practice.

RATIONALE FOR THE STRATEGY

The MoET is committed to meeting its international, regional and national agreements and targets. The MOET is a signatory to the Sustainable Development Goals (SDG 4) and works as part of a broader coalition of education ministries and departments around the world to promote basic education.

Domestically, the National Sustainable Development Plan (NSDP) is a key strategic document detailing a national vision and series of strategies and pillars to promote the economic and social development of Vanuatu. The MoET will continue to monitor its progress towards these important strategies and initiatives and ensure all activities and programs are aligned to broader frameworks.

Strategy Indicators	Activity Indicators
All SDG4 Indicators tracked centrally in VEMIS on an annual basis.	<ul style="list-style-type: none"> • All SDG4 Indicators tracked centrally in VEMIS, and reviewed on an annual basis. • All SDG4 Indicators tracked centrally in VEMIS, and reviewed on an annual basis, with policies and strategies reviewed annually to ensure alignment with SDG requirements. • All SDG4 Indicators tracked centrally in VEMIS, and reviewed on an annual basis, with policies and strategies reviewed annually to ensure alignment with SDG requirements. • NSDP reviewed annually to ensure alignment of MoET to Key Pillar targets, all align. • Reporting systems aligned annually, with NSDP targets all included.

Key Activities include:

Activity Area	Key activities
MoET aligned to SDG 4	<ul style="list-style-type: none"> • Review SDG commitments and associated targets • Ensure policies and strategies are aligned to SDG requirements • Reporting systems prepared to report against SDG 4 targets
MoET progress towards National Sustainable Development Plan (Pillar 2)	<ul style="list-style-type: none"> • Review of NSDP and alignment of MoET to key Pillar targets • Reporting systems aligned and NSDP targets included

**STRATEGY 23****Strengthen Management Information System by using Open VEMIS to inform management and resource decisions**

CHALLENGE TO BE ADDRESSED

The Open VEMIS has already proven a useful tool in monitoring the education sector and informing policy decisions in Vanuatu. A number of improvements and data analytics remain to be implemented to allow its full and frequent use by the MoET.

RATIONALE FOR THE STRATEGY

The MoET will continue to improve and strengthen the Vanuatu Education Management Information System (Open VEMIS) and focus on training to improve the number of users at the schools' level in providing reliable, accurate quality data. Open VEMIS functions will be extended to the ECCE, TVET and scholarship systems. Open VEMIS has its own strategy given the importance of the information and data to support evidence-based decision making

Strategy Indicators	Activity Indicators
Systematic annual review of VEMIS, ensuring that all relevant data, including data on attainment and progress, is tracked centrally, including quality data on all demographics (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).	<ul style="list-style-type: none"> Open VEMIS introduced in the Management and Leadership course programme, training records demonstrate engagement, and follow-up audits demonstrate 100% usage of Open VEMIS by participants. Reviewed annually. 100% use of Open VEMIS by all relevant staff, reviewed, and monitored, annually. 100% of schools using Open VEMIS as exclusive tool to manage school data. Reviewed and monitored annually. Archive shifted to cloud storage, with multiple back-ups, with multiple providers. Content secured and encrypted, with multiple holders of keys to secure data. Duplication eliminated. 100% cloud-based by 2030. Consistent annual % progress from baseline. Reviewed annually. Public Service Commission (PSC) integration with Open VEMIS; and integrate and link other sectoral data management tools / systems (e.g. Civil registry, Pac-SIM, ATLAS, Scholarship & VQA systems, etc.) with Open VEMIS. Reviewed annually. Offline version of Open VEMIS modules developed - 100% of schools using Open VEMIS as exclusive tool to manage school data. Reviewed and monitored annually. Further development, improvement and upgrade of relevant Open VEMIS modules which impact on payment of school grants, and to keep accurate and up-to-date scholarships / PSET data in order to be transparent and accessible for monitoring and decision making. Reviewed annually.

Key activities include:

Activity Area	Key activities
OPEN VEMIS data applied to all reporting and planning.	<ul style="list-style-type: none"> Introduce use of Open VEMIS as part of the Management and Leadership course program at VITE Provide guides, materials, tools to support use of Open VEMIS, and provide ongoing training support Ensure all school principals and administrators are trained to use Open VEMIS as the exclusive tool to manage school data Improve Ministry'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 Public Service Commission (PSC) integration with Open VEMIS; and integrate and link other sectoral data management tools / systems (e.g. Civil registry, Pac-SIM, ATLAS, Scholarship & VQA systems, etc.) with Open VEMIS Develop specific offline version of Open VEMIS modules to increase and encourage use of Open VEMIS Further development, improvement and upgrade of relevant Open VEMIS modules which impact on payment of school grants, and to keep accurate and up-to-date scholarships / PSET data in order to be transparent and accessible for monitoring and decision making

4.

Costing and Financing

In order to undertake a robust costing of the VETSS, the various strategies it comprises were broken down systematically into discrete activities, each of which was then costed, with due consideration to the resourcing required. This process was led by the PPD, with oversight from the Director General, in close collaboration with the Finance Team, and the Ministry of Finance and Economic Management, the Department for Strategic Policy and Planning, Aid Coordination) team, within the Office of the Prime Minister, relevant specialists from within the Ministry of Education and Training (to ensure the accuracy of costing), and partner organisations.

This allowed for the development of a responsive simulation model, and associated costing, to test the robustness of underlying assumptions, as well as testing policy targets, to inform the development of the final VETSS.

Throughout this process, the extent to which existing, or future, government funding could support the activities required to deliver the VETSS was carefully and precisely estimated for each discrete activity (or subcomponent thereof), allowing for a clear calculation of a ‘Funding Gap’.

The following provides an overview of the costing that has underpinned the VETSS.

4.2. Government and International Funding

Historic documents were analysed to establish anticipated funding levels in the education sector from the national government and from international donors.

TABLE 3: MoET 2018 and estimated 2019 budget⁸

	2018	2019
Portfolio Management	46,243,523	47,630,829
Executive Management	90,572,186	93,289,352
Internal & Quality Control	13,441,774	13,845,027
Corporate & Planning Services	178,257,738	183,605,470
Information & Communication Services	8,858,233	9,123,980
Maintenance & Utilities	109,711,952	113,003,311
PEOs & EA	100,144,456	103,148,790
School Advisory & Improvement	96,193,149	99,078,943
Curriculum & Assessment	98,395,597	101,347,465
Grants	701,697,822	722,748,757
Teachers	3,027,784,690	3,118,618,231
MOE Total (VUV)	4,471,301,120	4,605,440,154
MOE Total (USD)	38,216,249	39,362,736

The national recurring budget for education in 2019 was estimated to comprise c. \$40 million USD. For future projections, this was estimated to increase at a rate of 3% annually.

8. 3% inflation applied to 2018 budget to arrive at 2019 figures

04 COSTING AND FINANCING

International partner funds (primarily bilateral) were also analysed and broken down by category of expenditure. The categories of expenditure were set on the basis of most common funding types in the historic data: school tuition grants; construction and infrastructure investments; and other expenditures (comprising a small proportion of the total).

TABLE 4: **Partner funding by category (existing commitments)**

Donor	Type	2019	2020	2021
DFAT9	Grants10	77,233,065	77,233,065	77,233,065
DFAT	Capital Works	401,611,938	401,611,938	401,611,938
DFAT	Other	36,042,097	36,042,097	36,042,097
Japan GGP	Construction and Infrastructure	86,102,571		
Gov. of Kuwait	Construction and Infrastructure	3,958,331		
France	Construction and Infrastructure	15,700,000		
Partner Total (VUV)		620,648,002		
Partner Total (USD)		5,304,684		

Historic data showed an estimated total of bilateral education aid comprising 620.6 million VUV (5.3m USD) in 2019.

Subsequent cost modelling of the VETSS assumes international partner funding remains stable, and in the same areas (e.g. construction, or grants) for the duration of VETSS implementation.

During workshops and consultations, MoET representatives undertook to first cost each component activity within the VETSS, and then estimate the proportion of those activities which could be implemented using human and financial resources possessed by the Ministry. This exercise resulted in the following table, which outlines the additional cash investments required by the MoET to meet those projections.

TABLE 5: **Assumed non-labour MoET resource allocations for VETSS implementation (VUV)¹¹**

	2020	2021	2022	2023	2024
Total (VUV)	57,408,645	61,193,235	138,769,794	161,881,601	62,960,035
Total (USD)	487,634	519,780	1,178,722	1,375,036	534,788
	2025	2026	2027	2028	2029
Total (VUV)	62,705,035	184,452,296	155,692,885	162,473,908	169,674,401
Total (USD)	532,622	1,566,753	1,322,468	1,380,067	1,441,229
	2030				
Total (VUV)	180,402,463				
Total (USD)	1,532,354				

9. DfAT totals include Australia and New Zealand contributions

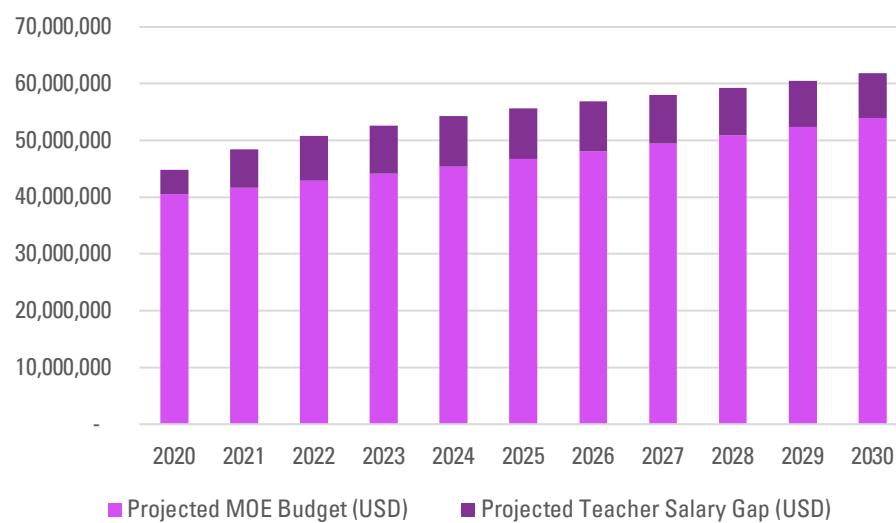
10. Breakdown of spend by DfAT on Grants, infrastructure, and other estimated based on VESP Phase 1 expenditure, plus media reports.

11. This is exclusive of those labour costs which are anticipated to be covered by existing staff, and of grant costs given that the grant policies predate the creation of the VETSS, and that the breakdown between government and international partner funding remains unclear.

4.3. Enrolment Targets and Teacher Salaries

If government funding of teacher salaries, which currently comprises 68%, is expected to grow in line with enrolment (per the enrolment targets described in other sections of this document), then it can be expected that the costs associated with paying these teachers will also increase. The following table undertakes to project a potential teacher salary funding gap, if such an endeavour is undertaken, and if the national education budget grows in line with national GDP grows (assumed at 3% p/a for the next 10 years).

FIGURE 24: Teacher salary funding gap



It may be the case that payment of teacher salaries, and funding of school grants, are two approaches to achieve the same end (i.e. improved access to education), and that costing them separately may have resulted in some duplication of cost. The MoET will finalise its policy in relation to this point in the coming months.

4.4. VETSS Total Cost vs Funding Gap

The VETSS costing model was developed by first undertaking to cost individual component activities, categorising activity-level expenditure by key categories of cost (e.g. labour, infrastructure and construction, training, etc.), and then working with the MoET to estimate the proportion of each activity that could be implemented with existing MoET resources (human, financial, and otherwise). Importantly, labour costs were estimated by first establishing daily costs per member of staff (dividing annual remuneration by annual working days), and then estimating the quantity of internal person days required for effective implementation of the VETSS component activity. Consequently, the following graphs present the total human resource as well as financial resource cost of implementing the VETSS.

The following charts also include estimated partner bilateral contributions (per the preceding section) in the 'Available' funding estimates.

FIGURE 25: Resourced components vs components requiring external funding of VETSS (VUV)

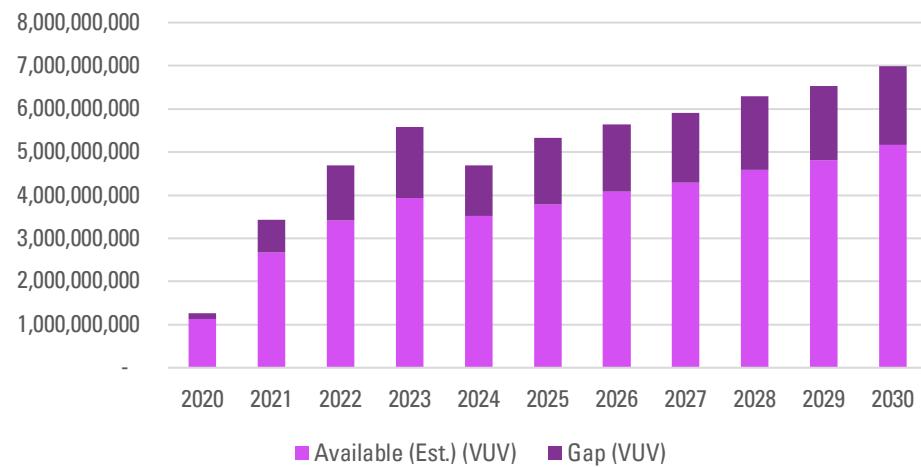
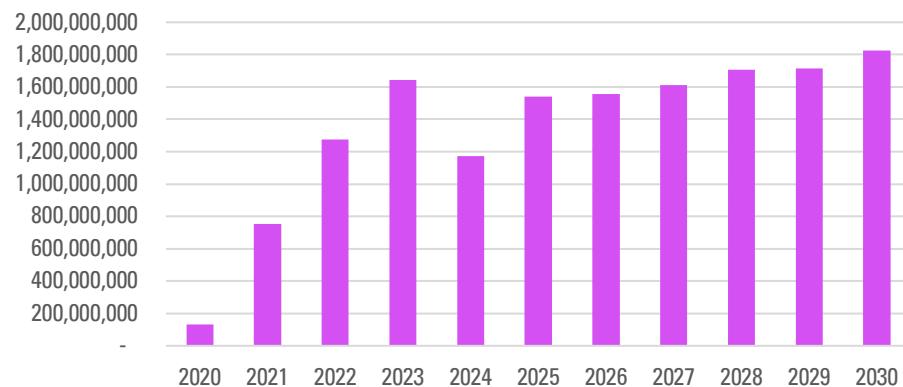
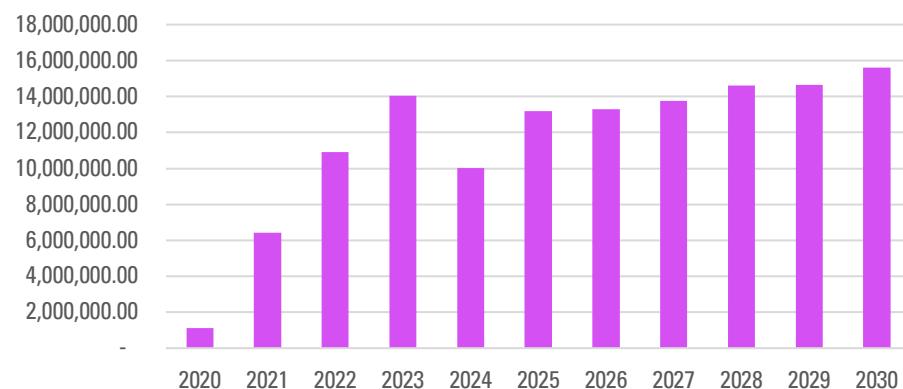


FIGURE 26: Resourced components vs components requiring external funding of VETSS (USD)



FIGURE 27: Funding gap of VETSS (VUV)**FIGURE 28: Funding gap of VETSS (USD)**

Funding gaps scale quickly between 2020 and 2023, eventually coming to sit between 10M and 15M USD annually. The proportion of this gap allocated to different cost categories (e.g. tuition grants, construction, TLMs, etc) can be found in subsequent sections.

4.5. VETSS Broken Down by Category of Expenditure

The following tables present VETSS activity costs, and the funding gap, by key category of expenditure.

TABLE 6: Total VETSS cost by budget line (VUV)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Consultancy	34,730,055	73,580,625	58,268,890	35,900,380	30,020,895	20,602,575	21,779,865	24,134,445	18,247,995	27,666,315	24,134,445
Equipment + Materials (Other)	148,500,830	145,621,880	159,035,341	281,170,652	146,908,680	146,493,680	149,016,321	146,908,680	146,373,680	146,373,680	147,028,680
Grants	732,998,513	1,570,584,234	1,705,514,427	1,852,225,295	2,011,908,166	2,457,024,494	2,663,974,625	2,888,858,576	3,133,256,156	3,398,861,397	3,687,603,539
Infrastructure	1,600,000	327,463,696	472,914,806	492,908,676	477,157,310	510,796,733	546,855,166	585,529,136	627,000,209	671,464,627	719,152,519
Labour + Travel	212,678,774	429,035,347	454,362,841	671,301,078	676,100,377	471,632,209	469,508,922	474,304,748	479,813,335	483,288,176	491,589,300
TLMs	-	-	-	-	-	-	-	-	-	-	-
Training	-	132,865,263	560,446,641	599,974,262	177,285,119	185,431,382	234,185,707	170,445,284	180,361,177	79,008,251	90,544,810
Grand Total (VUV)	1,130,508,172	2,679,151,046	3,410,542,946	3,933,480,343	3,519,380,546	3,792,001,073	4,085,320,606	4,290,180,870	4,585,052,552	4,806,663,447	5,160,053,293
Grand Total (USD)	9,602,631	22,756,934	28,969,438	33,411,312	29,893,914	32,209,575	34,701,056	36,441,156	38,945,821	40,828,202	43,829,925

TABLE 7: Total VETSS gap by budget line (VUV)

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Consultancy	34,141,410	71,814,690	59,446,180	34,723,090	28,254,960	18,836,640	20,013,930	22,957,155	16,482,060	25,900,380	22,957,155
Equipment + Materials (Other)	91,680,830	86,354,580	98,997,221	221,151,552	86,354,580	88,997,221	86,354,580	86,354,580	86,354,580	86,354,580	86,354,580
Grants	-	230,058,860	251,179,346	274,295,130	299,614,498	863,547,462	933,672,648	1,009,656,208	1,091,998,186	1,181,228,980	1,277,952,325
Infrastructure	1,600,000	66,612,739	193,520,235	193,652,804	156,612,131	167,443,305	92,347,735	98,697,528	105,518,287	112,843,052	120,710,593
Labour + Travel	2,668,524	164,146,698	192,014,619	418,388,454	423,664,919	220,599,375	220,265,525	222,515,745	227,008,885	230,004,257	230,292,066
TLMs	-	-	-	-	-	-	-	-	-	-	-
Training	-	132,865,263	480,857,677	499,769,051	177,285,119	185,431,382	199,194,936	170,445,284	180,361,177	79,008,251	87,593,290
Grand Total (VUV)	130,090,764	751,852,830	1,276,015,277	1,641,980,080	1,171,786,207	1,542,212,743	1,554,491,996	1,610,626,500	1,707,723,155	1,715,340,501	1,825,860,009
Grand Total (USD)	1,105,002	6,386,301	10,838,581	13,947,117	9,953,250	13,099,684	13,203,985	13,680,797	14,505,544	14,570,246	15,509,008

The primary funding gap, on an annual basis from 2022 (projections allowed for a realistic scaling up of activity and expenditure), appears to arise (in descending order) in grants, infrastructure/construction, and labour. The cost of grants escalates substantially in 2025, when senior secondary grants were projected for implementation.

4.6. VETSS Broken Down by Subsector

The following tables present VETSS activity costs, and the funding gap, by subsector.

TABLE 8: Total VETSS cost by subsector

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Gen12	42,710,940	152,462,211	344,178,487	324,884,965	142,640,674	136,742,503	142,183,305	147,280,511	144,346,796	154,544,976	169,978,941
ECE13	63,127,005	180,558,206	212,635,294	257,969,384	263,146,112	258,385,402	273,919,249	292,366,969	314,025,453	324,328,023	348,529,749
PS14	306,453,594	999,507,485	1,291,899,945	1,599,347,230	1,456,235,727	1,442,093,625	1,581,220,616	1,672,166,201	1,816,013,769	1,906,291,748	2,074,378,399
SS15	373,042,484	970,866,234	1,138,817,840	1,291,200,193	1,265,007,991	1,583,195,313	1,707,588,336	1,808,704,062	1,938,735,087	2,056,004,140	2,204,609,719
PSET16	345,174,149	375,756,909	423,011,381	460,078,571	392,350,043	371,584,228	380,409,100	369,663,126	371,931,447	365,494,560	362,556,484
Total (WUV)	1,130,508,172	2,679,151,046	3,410,542,946	3,933,486,343	3,519,380,546	3,792,001,073	4,085,320,606	4,290,180,870	4,585,052,552	4,806,663,447	5,160,053,293
Total (USD)	9,602,631.23	22,756,934	28,969,438	33,411,312	29,893,914	32,209,575	34,701,056	36,441,156	38,945,821	40,828,202	43,829,925

TABLE 9: Total VETSS gap by budget subsector

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Gen.	25,447,874	97,912,683	254,147,309	245,221,535	100,679,459	94,897,112	99,736,310	104,872,596	101,990,989	111,709,729	116,112,475
ECE	20,625	87,165,944	112,121,338	149,795,610	146,723,528	133,082,152	139,058,096	147,222,653	157,809,555	156,197,495	167,583,815
PS	6,726,887	353,326,550	563,225,277	791,952,676	615,471,529	524,488,123	500,038,913	512,206,867	549,793,398	523,713,379	564,345,040
SS	2,877,059	90,149,030	179,960,131	253,886,623	169,499,906	670,138,186	692,519,613	728,988,315	779,776,024	811,963,624	869,160,452
PSET	95,018,320	123,298,623	166,361,222	201,111,636	139,411,785	119,607,171	123,139,064	117,366,069	118,353,189	111,756,274	108,658,227
Total (WUV)	130,090,764	751,852,830	1,276,015,277	1,641,980,080	1,171,786,207	1,542,212,743	1,554,491,996	1,610,626,500	1,707,723,155	1,715,340,501	1,825,860,009
Total (USD)	1,105,001.86	6,386,301	10,838,581	13,947,117	9,953,250	13,099,684	13,203,985	13,680,797	14,505,544	14,570,246	15,509,008

Until 2025, the proportion of funding by subsector falls most heavily within the primary sector, and then switches to secondary education with the implementation of senior secondary school grants (per projections in the VETSS costing model). Within ECE, Primary, and Secondary, the largest proportion of gap lies (again) within the school tuition grants for pupils, as well as infrastructure and construction investments.

12. Abbreviation includes general (sector-agnostic) management and administration costs.

13. Early Childhood Education

14. Primary Schools

15. Secondary Schools

16. Post-secondary Education and Training

4.7. VETSS Costing Limitations

It should be noted that costing is an inexact science. The model developed for the purposes of Costing and Simulation is reliant on the accuracy of the underlying assumptions, and the data drawn upon. While the Ministry has worked with care and diligence to ensure these are as robust as possible, this is a non-exhaustive, and iterative process – it is important to emphasize that this is intended to be a working document, to be consistently revised, revisited, and improved, over time.

5.

Action Plan

05 ACTION PLAN

As part of the strategic planning exercise, the MoET has developed a detailed Action Plan, which includes all the key activities detailed above. The Action Plan is included as a separate Annex, and is an integral part of the costing model, which allows for it to be inter-linked with the individual targets and strategies, as well as to reflect on the associated costing assumptions.

It is intended to work as a tool for the tracking and operationalization of the activities specified within this document.

In the interest of brevity, the following represents exemplar images of the Action Plan document, which is included in its entirety as a separate Annex to this VETSS.

To utilize the individual Action Plans disaggregated at the activity level, the MoET will assign each line on the Action Plan a specific responsible body and individual, who will be accountable for the delivery of that specific sub-activity.

Furthermore, the MoET will also maintain an overall 'Dashboard', which will be maintained and updated on a quarterly basis with references to progress on each activity completion. The purpose of this dashboard will be to provide regular updates to key stakeholders in the MoET on the progress of the VETSS implementation, but also to highlight any areas that require assistance or input, that are delayed or stuck.

FIGURE 29: Action Plan for Activity 4: Revise the school grant formula to be equity-based

Type	Year	Covered(‘)	Item/Description	Units	Unit Cost	Tot Cost	Gap	Responsible Body	Responsible individual
Labour + Travel	2021	100%	MOE staff time for policy review (person-days)	120	11,212	1,345,440	-		
Consultancy	2021	0%	Consultancy support (total consultancy budget estimate)	1	3,531,870	3,531,870	3,531,870		
Labour + Travel	2021	100%	Budget for Consultations (travels, stipends, space rentals, etc...)	1	235,458	235,458	-		

FIGURE 30: Action Plan for Activity 7: Quality data collected on all relevant groups 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

Type	Year	Covered(‘)	Item/Description	Units	Unit Cost	Tot Cost	Gap	Responsible Body	Responsible individual
Labour + Travel	2021	20%	Additional data management support hired at province level - assumed one member of staff for each region/district (person-day inputs)	1,470	16,818	24,722,460	19,778,472		
Consultancy	2021	0%	Estimate consultancy budget required	1	1,765,935	1,765,935	1,765,935		
Labour + Travel	2022	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2023	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2024	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2025	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2026	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2027	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2028	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2029	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2030	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Equipments + Materials	2022	0%	Additional data management support hired at district level	1	1,765,935	1,765,935	1,765,935		

FIGURE 31: Action Plan for Activity 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

Type	Year	Covered(%)	Item/Description	Units	Unit Cost	Tot Cost	Gap	Responsible Body	Responsible individual
Equipments + Materials	2020	0%	Annual Cost - representative sample of students in PS and SS - annual basis	2,000	1,177	2,354,580	2,354,580		
Consultancy	2020	0%	Annual external support for delivering assessment - total estimated budget	1	7,063,740	7,063,740	7,063,740		
Equipments + Materials	2021	0%	Annual Cost - representative sample of students in PS and SS - annual basis	2,000	1,177	2,354,580	2,354,580		
Consultancy	2021	0%	Annual external support for delivering assessment - total estimated budget	1	7,063,740	7,063,740	7,063,740		
Equipments + Materials	2022	0%	Annual Cost - representative sample of students in PS and SS - annual basis	2,000	1,177	2,354,580	2,354,580		
Consultancy	2022	0%	Annual external support for delivering assessment - total estimated budget	1	7,063,740	7,063,740	7,063,740		
Equipments + Materials	2023	0%	Annual Cost - representative sample of students in PS and SS - annual basis	2,000	1,177	2,354,580	2,354,580		
Consultancy	2023	0%	Annual external support for delivering assessment - total estimated budget	1	7,063,740	7,063,740	7,063,740		
Equipments + Materials	2024	0%	Annual Cost - representative sample of students in PS and SS - annual basis	2,000	1,177	2,354,580	2,354,580		

6.

Implementation Arrangements and Capacities

06 IMPLEMENTATION ARRANGEMENTS AND CAPACITIES

The implementation of the VETSS will be underpinned by a number of implementation arrangements across the education sector in the country. The Ministry will undertake a review of their internal capacity with regards to the following, as per the guidance from UNESCO:

Implementation Capacity	Implication
Public sector management and institutions	The quality of budgetary and financial management, the efficiency of revenue mobilization, the quality of public administration and civil service management, transparency, and accountability in the public sector.
The effectiveness of educational administration	Clarity of roles and responsibilities, link between roles and structures, communication and coordination, preparedness for crisis and disaster situations, and monitoring and evaluation.
The profiles (in particular the competencies) of individual officers	Qualifications, skills and training, incentives, gender.
Analysis of aid effectiveness principles	To what extent external resources (and implementation modalities) support the development of national systems and capacity.

Source: UNESCO

The Ministry will undertake review of the targets and goals against the implementation capacity of its institutions and officers to identify any challenges to the implementation that may arise with regards to capacity gaps or shortcomings.

7.

Monitoring and Evaluation

Monitoring and evaluation functions are separate, but inter-related. Information collected through regular monitoring is utilised and complemented in deeper and more specific analysis undertaken in evaluation. MoET uses a similar perspective, linking the two functions, but clarifying what is to be monitored and what is to be evaluated, and the types of data sources, methods and tools that will be used to do so. Definitions of Monitoring and Evaluation are provided below.

TABLE 10: Definitions of monitoring and evaluation

Term	Definition
Monitoring	The continuous and systematic collection and analysis of performance data that is able to provide an indication as to the extent of progress against stated goals and objectives. Monitoring particularly focuses on processes (activities and outputs) but also includes some focus on outcomes and impacts.
Evaluation	Planned and periodic assessment of program results in key areas Evaluative assessments will draw upon monitoring data and undertake a range of other assessments. These will focus on measuring intermediate outcomes; the intended and unintended effects of these achievements; approaches that worked well and those that did not work as well; identifying the reasons for success or failure and learning from both. The evaluation process will also provide a level of judgment in assessing the overall value of program activities.

The differences between monitoring and evaluation functions for MoET are outlined in the table below.

TABLE 11: Difference between monitoring & evaluation

Aspect	Monitoring	Evaluation
Timing	Continuous	Periodic
Scope	<ul style="list-style-type: none"> Day to day inputs, activities and outputs: what the Program produces Monitoring intermediate outcomes through formal reporting processes 	<ul style="list-style-type: none"> Progress toward and contribution to achievement of overall objectives with focus on outcomes and impact to address high level strategies in Corporate Plan and VETSS. Individual evaluation studies.
Main participants	<ul style="list-style-type: none"> Schools, SIOs, Schools (Principals) MoET Staff, MoET Directorates, MoET Management, Local stakeholders - communities 	<ul style="list-style-type: none"> MoET Policy and Planning Directorate (PPD) External evaluators or facilitators (VESP) Program managers Local stakeholders
Process	<ul style="list-style-type: none"> Regular program reporting (quarterly, annually, Annual Work Plan) Performance to prompt appropriate or corrective interventions 	<ul style="list-style-type: none"> Additional data collection exercises to complement monitoring data. Results included in major program reports, or in special reports (case studies/tracer studies) Trend Analysis to inform planning process

MoET incorporates a range of different data collection sources (qualitative and quantitative) and data collection methods. This allows cross verification of data and results identified from multiple sources, which is otherwise known as *triangulation*.

To measure performance, *indicators* are applied to major areas of program operation. An indicator is defined as a quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a program or other initiative. **This is to be undertaken at both national and local levels.**

7.1. Monitoring Tools

MoET incorporates a range of different data collection sources (qualitative and quantitative) and data collection methods. This allows cross verification of data and results identified from multiple sources, which is otherwise known as *triangulation*.

To measure performance, *indicators* are applied to major areas of program operation. An indicator is defined as a quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a program or other initiative.

Monitoring is undertaken regularly with the help of the Action Plan, which is incorporated into the Costing Model, whereby, each activity has a dedicated accountable representative, responsible for its delivery, as well as effectively a budget and a timeline specified within the Action Plan

Additionally, there is a range of data that is regularly collected within the VEMIS system, and analysed for compliance and to report on progress towards the completion of the strategies and outcomes set out within this VETSS, and for the purposes of monitoring and evaluation..

FIGURE 32: Example of Action Plan section from the Costing Model

Type	Year	Covered(‘)	Item/Description	Units	Unit Cost	Tot Cost	Gap	Responsible Body	Responsible individual
Labour+Travel	2021	20%	Additional data management support hired at district levels - assumed one member of staff for each region/district (person-day inputs)	1,470	16,818	24,723,090	19,778,472		
Consultancy	2021	0%	Estimated consultancy budget required	1	1,765,935	1,765,935	1,765,935		
Labour + Travel	2022	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2023	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2024	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2025	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2026	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2027	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2028	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2029	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Labour + Travel	2030	20%	Additional data management support hired at district level	1,470	16,818	24,722,460	19,778,472		
Equipments + Materials	2022	0%	Additional equipment required for effective implementation	1	1,765,935	1,765,935	1,765,935		

7.2. Routine Monitoring

Each of the targets included in this VETSS has specified indicators that will be monitored on an ongoing or routine basis. The relevant responsible person is accountable to the Ministry for the submission of regular updates on the progression towards the achievement of these indicators.

The Ministry will undertake a Quarterly Structured Review to be attended by the key stakeholders within the Ministry and persons responsible for achievement of strategic targets for the purposes of reviewing indicators and progression on plan implementation in a consolidated and comprehensive manner.

The output of this review will be an updated Action Plan with key activities for the next quarter identified and prioritized according to their urgency and natural sequence of implementation.

The Quarterly Structured Review will also seek to identify any indicators of progress that are not being achieved or are behind schedule and propose strategies for mitigating any extenuating circumstances or challenges that may have emerged.

Each Quarterly Structured Review is preceded by decentralized Quarterly Reviews within each relevant department of the Ministry to undertake more detailed and focused review of progress within each department's remit. The synthesis and priorities identified at these departmental Quarterly Reviews will be presented and further addressed at the Quarterly Structured Meeting.

7.3. Periodic Reviews

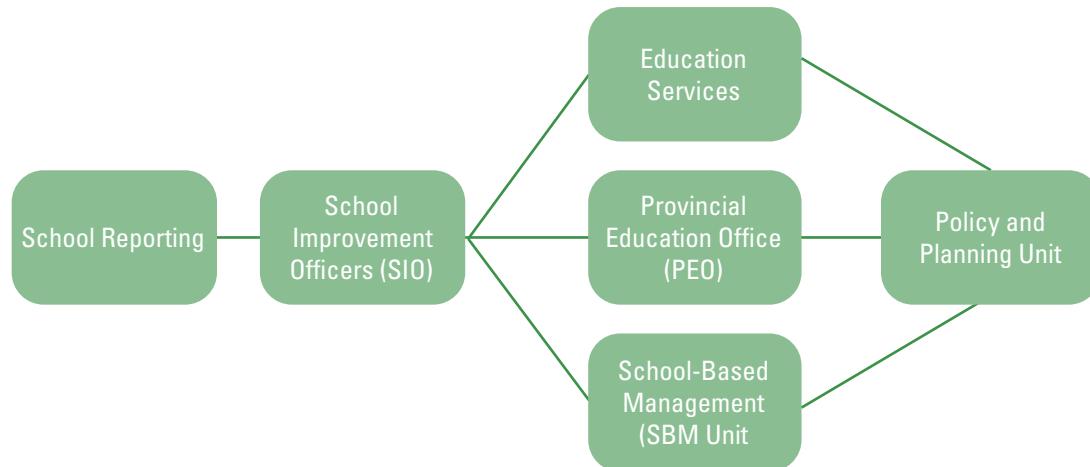
In addition to centralized and departmental Review Meetings, the Ministry will also appoint a Monitoring Team that will oversee the implementation of the VETSS across regions and review the performance of individual departmental and central teams. They will review the quality and focus of reports produced at the departmental and central level and provide recommendations at the Quarterly Structured Meeting with regards to corrective or mitigating approaches to the implementation being undertaken.

7.4. Approach to Reporting

The overall approach to reporting is to streamline processes amongst key stakeholders to support a linear and logical approach that ensures key stakeholders are receiving relevant and useful information that can be aggregated and aligned to key indicators and outputs within the BP.

The current approach to reporting and addressing progress is somewhat fragmented with information being sent to a number of departments and stakeholders and information is not routinely shared with the Policy and Planning Directorate (PPD). This means that important information and data is not centrally collected and analysed.

FIGURE 33: Current reporting structure – MoET



7.5. Annual Reviews

The Monitoring Team will also prepare a consolidated annual performance report which is discussed with key high-level stakeholders at an Annual Review. This report will serve as basis for joint sector reviews which assess the achievements and shortcomings of the current implementation process and agree on the improvements and steps necessary to achieve them.

Each joint sector review will serve as an input into the following year's action plan (including the budget). Its implications will also be considered in the long-term multi-year Action Plan for coordinated and consolidated planning.

7.6. Roles and Responsibilities

For monitoring and evaluation functions to operate effectively, there needs to be a structured and consistent approach to reporting. The implementation of a simple reporting framework that is applied consistently will ensure that MoET starts to collect information in a consistent and tangible manner.

MoET has a number of key internal and external stakeholders that have specific information and data requirements to make decisions regarding work unit performance and the performance of the organisation as a whole. The table below summarises the information needs of key stakeholders and the required purposes for such information.

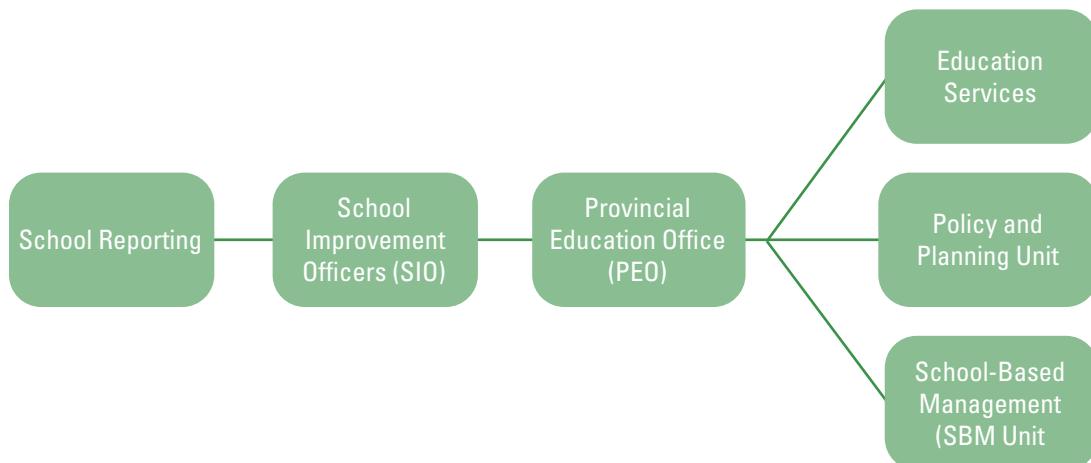
TABLE 12: **Information requirements of key stakeholders**

Who	Needs information about	For the purposes of
MoET (Directorates and Management)	<ul style="list-style-type: none"> • On-going work program for each directorate. • Compliance with agreed milestones and deliverables in respective workplan. • Assessment of overall quality of education (access, quality and management). • Financial progress – budget v actual. • On-going performance of schools, principals, SIO, PEO and the implementation of the system as a whole. • Effectiveness of MoET Corporate Plan and Business Plan. 	<ul style="list-style-type: none"> • Ensuring management decision are grounded in evidence and based on tangible facts. • Accountability and reporting to GoV Cabinet. • Ensuring alignment between operational aspects and higher-level strategies (VETSS). • Decisions regarding the prioritisation and planning of future national road investments. • As a basis for requests to the Ministry of Finance for budget allocations. • Management decisions on the performance of work directorates.
Provincial Education Offices (PEO)	<ul style="list-style-type: none"> • Overall performance of schools (enrolments, teacher attendance, school grants etc.). 	<ul style="list-style-type: none"> • Evidence to inform MoET management and strategic guidance moving forward. • Ensure MoET meets agreed targets in the corporate plan. • Outreach and advocacy for road planning and prioritisation. • Inform Sector Policy. • Overall progress of work and reform against agreed annual targets and the NSDP targets.
Schools and School Principals	<ul style="list-style-type: none"> • School attendance and learning outcomes of students. • Infrastructure priorities. • Alignment to SIPS and MQS. • Quality and assessment of teachers. • Availability and use of technical materials (curriculum, readers and resources). 	<ul style="list-style-type: none"> • Strengthening strategies to engage with students and communities. • Provide better support to teachers and students.
Ministry of Finance	<ul style="list-style-type: none"> • Achievement of educational targets and institutional reforms against agreed strategies and targets. • Assessment of quality of technical assistance providing support to MoET. 	<ul style="list-style-type: none"> • Decisions regarding future allocations and support for technical assistance.
International Donors	<ul style="list-style-type: none"> • Available budget and progress of works against agreed targets. • Feedback from schools and teachers. • Progress towards broader development outcomes (and outputs). 	<ul style="list-style-type: none"> • Engaging with MoET and other stakeholders in relation to future education reforms and support. • Assessment of contributions to better social outcomes (e.g. poverty alleviation etc.).

The figure below highlights the proposed approach to desired reporting which places a logical flow of information from the schools, through the SIO and PEO to the Policy and Planning Directorate (PPD) who then coordinate with relevant departments at the central level to ensure information and data from the reports is distributed.

The Monitoring and Evaluation Unit (M&E Unit) within PPD will be the main point of contact for the collection, analysis and distribution of information and data derived from the reports. This is important as it places a level of control and centralises data collection, analysis and distribution of information. The approach provides a logical and linear approach to reporting whereby schools (with support from SIOs) prepare a report that is then aggregated at the provincial office before being submitted to PPD.

FIGURE 34: Proposed reporting structure – MoET



In determining the reporting structure, it is important that the following steps are followed:

- School principals are to prepare a report using the Reporting Framework detailed in Annex 1. This is to be prepared in consultation with the SIO by the third week of each month and sent to the SIO;
- The SIO is to review the school report and to pass on a completed report to the PEO, who will provide a consolidated and aggregated report format for schools within the province;
- The PEO report will be sent to PPD, who will also collate the monthly reports from other directorates;
- The PPD will consolidate all reports into a MoET Monthly Report which captures all relevant information that can be distributed back to all directorates and used at relevance governance and steering committee meetings; and
- The PPD will then prepare a Consolidated Monthly Report summarising key information and will also update Open VEMIS accordingly. The reporting templates are included as Annex 1.

TABLE 13: Overall strategy activities

#	Activities
1	Revise the School Financial Management Manual to include new administrative functions
2	Provide support and training to improve capacity and performance
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
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
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
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
10	Ensure 100% of teachers are making demonstrable use of assessment data in planning learning and teaching activities, catering the specific needs of individual pupils, and groups of pupils
11	Finalize, distribute and implement Minimum Infrastructure Standards for all levels of education
12	Build infrastructure facilities for schools, including facilities for arts, science labs, & library
13	Support internet connectivity to all schools
14	Revise the School Maintenance Manual to include new infrastructure requirements
15	Distribution of School Maintenance Manual to all schools
16	Provide support and training to improve capacity of Provincial Maintenance Officers and School Principals in implementing the School Maintenance Manual
17	Provincial Maintenance Officers to monitor progress on Minimum Quality Standard (MQS) 9
18	Develop ECCE, Primary, Secondary and PSET Asset Master Plan
19	MoET Central and Provincial Asset Registry are updated on Smart Stream
20	Delivery of School Land Management for registered government and government assisted schools
21	Maintain updated data of school's surveys (based on school asset & facilities surveys)
22	Maintain updated data of ECCE, Primary, Secondary and PSET buildings survey
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
26	Inclusive Education Policy reviewed and implemented
27	Scale up WinS (WASH in Schools) 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
30	Develop and implement the NSIDP Policy framework
31	Finalize and implement the National School Infrastructure Development Plan
32	Finalize and implement communication strategy (inclusive of communication before/during/after disaster)

#	Activities
33	Protocols for use of emails and social media including Facebook and Website; 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)
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	Raising awareness in schools and Provinces of relevant policies
38	Review and implement Education in Emergency Policy
39	Implement the Ministry Contingency Plan through Strengthening coordination amongst Ministry 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)
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
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 the needs of pupils with diverse learning needs (including, but not limited to, differentiation informed by assessment data)
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
49	Develop and implement the National Teacher Development Policy framework and Finalise and implement the National Teachers Development Plan (NTDP)
50	Develop and implement Bachelor in ECCE/ Primary and Secondary education (VITE)
51	Creation and maintenance of a register of all teachers
52	Establishing standards for issuance of licenses
53	Cancellation of licenses through under-performances and code of conduct breaches
54	Setting standards for professional performance and ethical conduct
55	Finalize and implement Policy Development Guideline
56	Review and develop action plans for all existing policies
57	Raising awareness in schools and Provinces of relevant policies
58	Continue to implement the Teaching Service Staff Manual and Principals and Teachers Minimum standards
59	Strengthen alignment between Teaching Service Commission (TSC) and PSC structures
60	Implement teachers code of conduct/ethics
61	Establish teachers/trainers/lecturers succession plan with clear costing (TSC)
62	Review IT Policies
63	Increase use of ICT in schools through multiple actors, and manage establishment of computer labs in schools where possible

#	Activities
64	Increase community participation in Computer Lab and Information Centre and monitor the use of CLICC and others
65	ICT support and infrastructure coordination provided from the MoET central level to provincial and school levels
66	Develop Minimum ICT Standard for MoET (central, provincial & schools)
67	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)
68	Review and implement the National Assessment and Reporting Policy
69	Implement relevant assessment mechanisms (PacSIM, ATLAS, etc.)
70	Use Open VEMIS to improve and strengthen the management of examination and assessment database and improve reporting of assessment back to school and parents
71	Harness VANSTA, PILNA, ARTTLe in primary schools - National Examinations
72	Development and implementation of the reviewed national primary and secondary school curriculum - Provision of relevant and appropriate National Curriculum to all schools - Professional
73	Development of key curriculum reform indicators
74	Revise current Education Act to include PSET Sector
75	Develop and enact legislation for higher education including national university and other institutions
76	Establish a commission for Higher Education and develop a Higher Education Structure
77	Regulate non-formal and informal training and develop mechanisms to recognize the non-formal subsector
78	Regulate the payment of grants to PSET providers and other institutions
79	Review PSET Policy
80	Develop Provincial Skills Centres in remaining provinces (Shefa and Penama)
81	Ensure all PSCs are adequately funded with suitable infrastructure and facilities
82	Diversify opportunities for Open Distance Learning and other school-based skill training and develop and deliver bridging programs to facilitate pathways to PSET
83	Implement the Language, Literacy and Numeracy (LLN) strategy (Nov 2018)
84	Ensure scholarships meet NSDP priorities and National Human Resource Development (NHRD) plan
85	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
86	Encourage scholarship access for teachers willing to be upskilled in Inclusive Education
87	Develop and implement the National Teacher quality framework
88	Professional Development for teachers
89	Provide support and monitoring for effective teaching practices
90	Annual Plan budget and reporting cycle is implemented at central, provincial and school level
91	Policies are considered in the planning and budgeting processes in order to be properly resourced
92	Managers actively participate in the planning and budgeting processes
93	Review and implement the M&E Results Framework
94	Carry out regular monitoring and periodic assessment of plans/policies
95	Conduct capacity building on planning, budgeting and reporting at provincial level
96	Develop a Research Policy guideline for Ministry

#	Activities
97	Allocate Academic Research scholarships for Masters and PHD
98	Conduct tracer studies for graduates to ensure efficient and responsive PSET provision and a coherent labour market training strategy
99	Conduct an expenditure review of the education sector (ECCE up to PSET) and implement recommendations from Expenditure Review
100	Research and develop the financial model for the PSET sector based on the findings of the research on costs of PSET sector
101	Finalise and implement School Improvement Unit Policy
102	Support schools to develop and implement their SIPs
103	Review, finalize and implement schools' MQS and use findings to improve quality through school improvement planning processes
104	Implement ECCE Policy and Minimum Quality Service Standards to monitor and improve quality of pre-school education
105	Implementation and timely reporting of school improvement plans, with accountability of school council, into OV
106	Strengthening & monitoring School Improvement Plan (SIP)
107	The use of Open VEMIS in school planning
108	Develop and implement School Inspector Guideline
109	MoET structure reviewed and implementation of devolution
110	Strengthen the compliance of policy through devolution strategy
111	Develop and implement a Ministry Quality Management System
112	Establish school support centres in other provinces and develop a policy for school support centres; and 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 Ministry
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
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
122	Review of NSDP and alignment of MoET to key Pillar targets
123	Reporting systems aligned and NSDP targets included
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 Ministry'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
128	Public Service Commission (PSC) integration with Open VEMIS; and 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 to keep accurate and up-to-date scholarships / PSET data in order to be transparent and accessible for monitoring and decision making