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# ***MINISTRY OF EDUCATION AND TRAINING ANNUAL REPORT***

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## ***2016***

***MARCH 31, 2017***

***COMPILED BY THE POLICY & PLANNING UNIT***

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# MINISTRY OF EDUCATION AND TRAINING ANNUAL REPORT

## 1. FORWARD FROM THE DIRECTOR GENERAL

Dear Honorable Minister,

I have the honor in submitting to you the 2016 Annual Report of the Ministry of Education.

This report has been prepared in accordance with the guidelines for the preparation of Annual Reports referred to in the Public Service Act and related documents issued by the Public Service Commission.

2016 is another challenging year for the Ministry of Education and Training. The reconstruction recovery programs to support the rehabilitation of PAM affected school facilities (buildings, resources and equipment's) has been somewhat slow at the beginning. The constant changes to the scope of the much needed recovery programs has been the reasons for delays and these delay has been hugely felt by many affected schools, many of whome are still using tents as class-rooms. Much to our delight, towards the end of this financial year, most of the reconstruction has began.

Another notable challenge worth mentioning is the management of our human resources, especially the teachers. Lack of proper tools to administrate the manage the number of recruits has put the Ministry in a desperate overpending situation.

Despite of these two notable challenges, the Ministry with the direction of the Hon Minister and the senior management has been able to navigate through them. Experiences encountered through these tough periods has been seen as a stepping stone to adopt and create better practice and management method for the better.

It is also important to highlight the fact that much of the work accomplished in 2016 has been due to the prolific partnership and support from DFAT, MFAT, France, Japan, China, UNESCO, UNICEF, the European Union, the ADB and the World Bank. Much of their support has been in a form of budget support that goes towards specific activities.

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

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

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

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Yours sincerely,

*A. Amichak*



Jesse Dick Joe  
Acting Director General, Ministry of Education

## 2. CORPORATE STRUCTURE

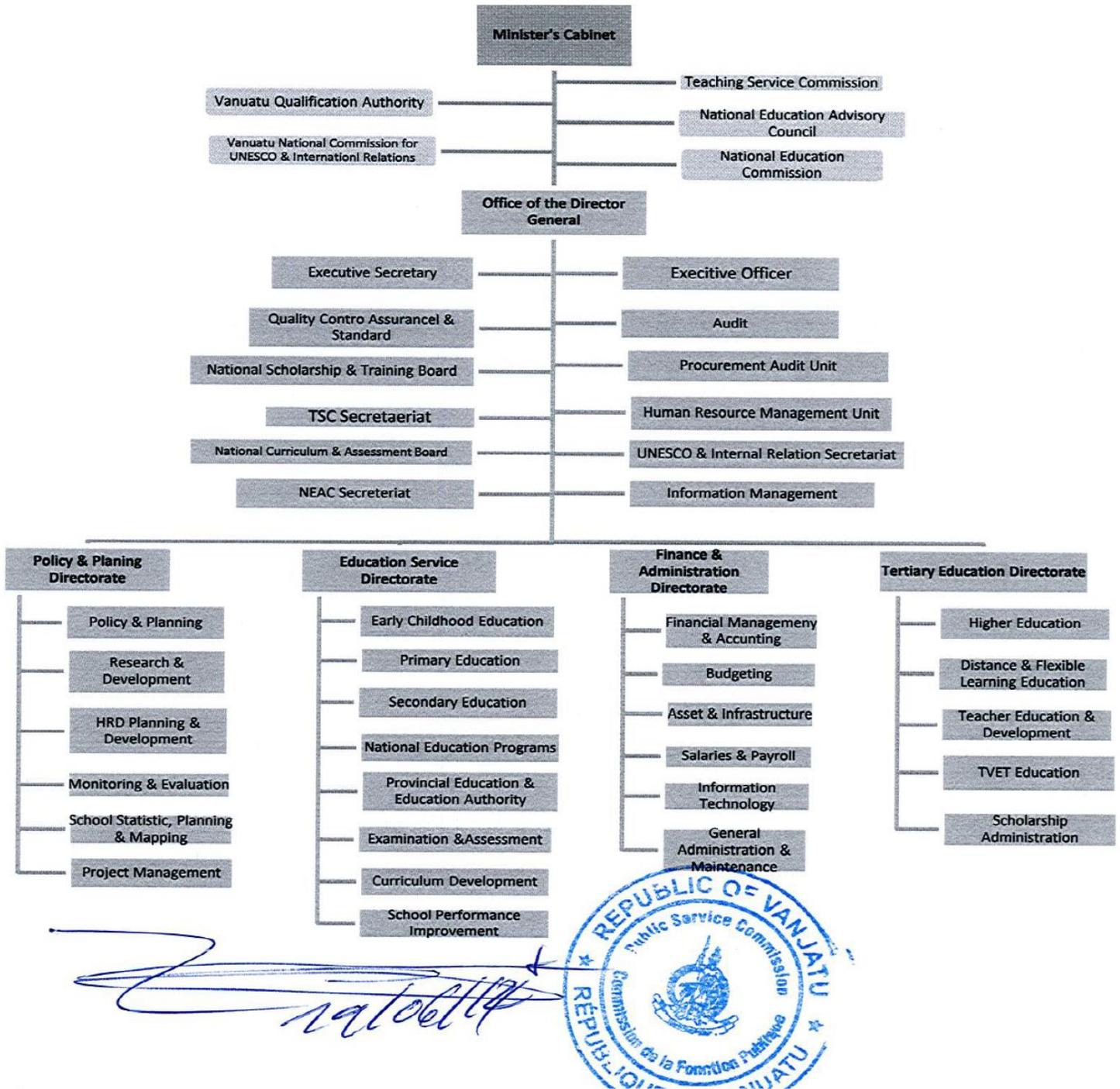
Until 2006, the MoE's organizational structure had 5 Director Positions (Policy & Planning, Primary Education, Secondary Technical & Further Education, Administrative Services, and Vanuatu Institute of Education). In 2007, a review of the MoE organization structure was made and the 5 Director positions were reduced to 2. The 2 Directors were responsible for the 2 Divisions, (particularly the Division of Corporate Services and the Division of Education Services). However, a later review to the structure in 2009 saw the inclusion of one more Director Position which brings the total directorate positions in the MoE structure to 3 (Director of Administration and Finance, Director of policy and planning and the Director of Education Services).

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

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

Figure 1: Amended Organizational Structure of 2014

## Ministry of Education and Training Capability Framework



### 3. CORPORATE OVERVIEW

#### ***Vision***

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

#### ***Mission***

Our mission is to provide student-centered education that is accessible, relevant, sustainable, responsive, and of good quality, to guarantee every young person:

- 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 opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to participate in and manage their schools;
- A well-managed 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.

#### ***Values***

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

#### ***Objectives (Goal or Aims)***

The Ministry of Education has three major objectives:

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

#### 4. OVERALL PROGRESS AGAINST KEY OUTPUTS

The Ministry of Education and Training with the support of the Vanuatu Education Sector Program (VESP) has been implementing a lot of activities in 2016. The table beneath sums up the overall progress against the key out-puts of the VESP/MoET plans. *(Note that the progress beneath is structured according to the VESP theory of change & reporting and additions were made to include reporting on progress of activities supported by the recurrent budget. Meanwhile an overall theory of change for the MoET will be established in 2017, whereby all reportings will be streamline to use standard approaches, thus enable ease of reporting).*

**Table 1: Overall Progress Against Key Outputs**

Goal	Key Out-Puts	Activity Progress to date
<i>Increase equitable ACCESS to education for all people at all levels of education of Vanuatu</i>	<i>New curriculum implemented in Years 1-3</i>	<i>6 new teacher guides completed and ready for production. Year 2 Language and Communication and Living in our Community and Year 3 Mathematics, Science, Living in our Community and Language and Communication</i>
		<i>268 schools received labels to convert Year 1 readers to the local vernacular;</i> <i>18 core Vanua Readers, 24 supplementary readers, 6 posters and 6 vocabulary cards for Years 2 and 3 in Bislama ready for printing.</i>
		<i>Language Transition Planning – Expectations for Schools endorsed by the National Curriculum Board on 5 July and delivered to VITE for training</i> <i>First stage in development of a Language Transition Guide Years 1-3 completed</i> <i>First draft of Assessment Toolkit Years 1-3 completed</i>
		<i>The National Curriculum Board endorsed the approach to implementing the Language Policy in relation to English/French (as contained in the document) Language Transition Planning – Expectations for Schools.</i> <i>Translation of 18 core Vanua Readers, 24 supplementary readers, 6 posters and 6 vocabulary cards into Bislama for Years 2 and 3 completed.</i>
		<i>Language and Communication (Training Round 2) completed in all provinces.</i> <i>Provincial Trainers (PTs) received specialist training in numeracy (7) and PD planning (7) to build capacity in planning and development of provincial packages.</i>

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<b>Improve the QUALITY of Education</b>		<p><i>Training of Trainers (ToT) conducted for provincial planning workshops and preparation for the Year 2 Mathematics rollout completed.</i></p> <p><i>Training packages for Year 2 Mathematics were completed 75% at the national level and 25% at the provincial level representing the first attempt at provincial planning.</i></p>
		<p><i>First draft Literacy Assessment Toolkit Years 1-3 developed.</i></p> <p><i>Assessment advice and examples of class based assessments integrated into drafts of Year 2 and Year 3 teacher guides</i></p> <p><i>National literacy and numeracy minimum standards developed based on findings from the baseline testing and benchmarking exercise</i></p> <p><i>Revised VANSTA literacy and numeracy tests for Year 4 and 6 trialled and data analysed to test validity of items and pitch of minimum standards for Years 4 and 6.</i></p> <p><i>Report with recommendations for refinement and development of VANSTA and associated benchmarks provided to MoET senior management.</i></p>
	<p><i>Training (pre-service and in-service) programs for primary teachers updated to meet quality standards</i></p>	<p><i>VITE registered as a Training Provider by VQA on 9 June 2016.</i></p> <p><i>Preliminary planning undertaken with VQA Staff to upgrade VITE qualification to degree level in accordance with the VNQF and VQA course accreditation guidelines.</i></p> <p><i>Course revision/writing plan developed including agreement about format, consistency of standards and dedicated time for whole staff peer review processes</i></p> <p><i>Step by step course writing plan underway involving all academic staff in weekly peer review process and fortnightly workshops</i></p> <p><i>Targeted PD sessions on specific course writing skills including course development via the Moodle online delivery platform</i></p> <p><i>Two high performing teachers selected and paired with two VITE language lecturers to trial initiative for improving practical component of teacher training. Initial secondment and work shadowing activities completed and reviewed.</i></p> <p><i>A 3-day workshop involving PTs, pre-service and in-service academic staff was conducted to plan the in-service delivery strategies and mechanisms, including the development of a workshop facilitator guide.</i></p> <p><i>One on one-course planning, writing and review activities were conducted to support the development of the initial self-study course. Effective Teaching and Learning, in preparation for delivery</i></p> <p><i>Budgets, logistics, selection process and information sharing activities for the delivery of the initial in-service course planned and completed.</i></p>

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<p><b>Improve planning, fiscal and financial MANAGEMENT</b></p>	<p><i>On-going discussions between VITE, MoET ECCE and TSC about timing and personnel for appointment.</i></p>
	<p><i>ECCE strengthened to support early years learning.</i></p> <p>As per the revised SECCE ‘Performance Management Framework’ (introduced as a tool to improve professional accountability and performance), face-to-face field visits two and three were undertaken with all staff.                  Face-to-face mentoring provided to teachers in all 60 pilot kindergartens.                  138 mmunity awareness sessions delivered in pilot kindergarten catchment areas on pre numeracy and positive interaction with children.                  Family Conversations’ on pre–numeracy and positive interaction with children held with 3420 parents within pilot kindergarten catchment areas.                  Revised ‘small grants’ programme items delivered to all pilot kindergarten committees in Malampa and Torba.                  Wan Smol Bag’s ‘Rainbow Theatre’ group toured all Malekula pilot kindergarten communities. The group raised awareness about inclusive education and water, sanitation and hygiene (WASH) through drama.                  Monitoring and evaluation data from three tools (teachers observation, kindy administrator and class one assessment) was collected from all 60 pilot kindergartens during October/November</p>
	<p><i>Community engagement to support access and participation in early years of schooling.</i></p> <p><i>4 schools confirmed participation in the Case Study following workshops with principals to clarify the objectives of the case study and to assist with formulating their school’s plan.</i></p> <p><i>Work started in three schools – Fokona, Ekiye and Freshwater with an introductory session for the staff and community of each school. Focus of the session was to ensure a fair understanding of responsibilities and the role they play in ensuring the overall success of the case study. Awaiting Matarisu’s work plan before commencing work.</i></p> <p><i>A workshop facilitated by ABCID was conducted with the MoET Communications Committee and other key personnel to establish the main elements of the “right age” community advocacy campaign and a strategy for its implementation.</i></p> <p><i>The campaign design and implementation plan was finalised and submitted to the DG for approval.</i></p> <p><i>The campaign was launched and used as children’s day theme for 2016 with participation of schools in Port Vila and the general public.</i></p> <p><i>The plan for campaign activity in the provinces developed.</i></p> <p><i>MOUs completed for all 18 schools and community assistance with ground clearing and provision of sand and gravel commenced.</i></p>
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<p><i>Infrastructure planning to support quality facilities and improved access to primary schooling.</i></p>	<p><i>A further 51 asset management surveys conducted in rural Santo, Banks and Torres carried out and 24 documented</i></p> <p><i>Reporting and data entry forms for open VEMIS agreed and samples tested. Some rural Santo basic infrastructure surveys and a full set of data for Ambrym have been entered in OV by way of sample for final testing.</i></p> <p><i>Works started on site for Lot 1 (6 double classrooms) in early September.</i></p> <p><i>Materials supply contract for Lot 2 (6 double classrooms) awarded and materials delivered to schools in late August. Labour only contracts signed in July and works on site due to start early October.</i></p> <p><i>Materials supply contract for Lot 3 (6 double &amp; 2 triple classrooms) awarded August for delivery to schools by end October. Labour only contracts for Lot 3 signed early September and construction works due to start on site late October.</i></p>
<p><i>School leadership to support improved learning in classrooms</i></p>	<p><i>MQS baseline assessment was conducted by ZCAs during school visits in the provinces of Torba, Sanma, Shefa and Tafea.</i></p> <p><i>Most schools have completed the process with only a few of the more remote schools in Torba still remaining.</i></p> <p><i>Data collection and analysis is in progress for reporting purposes. Baseline data for 289 schools has been received from the provincial offices to date.</i></p> <p><i>SIP training was completed in the four remaining provinces. The SIOs delivered the training through a TOT approach for the ZCAs who conducted the training at the school level with on-going support from SIOs. Most schools have been reached through the training, with the few schools that missed out for specific reasons now being followed up through the relevant provincial office.</i></p> <p><i>313 primary principals received training in Instructional Leadership.</i></p> <p><i>42 ZCAs were trained in the Language &amp; Communication Teacher Guide and have conducted an initial follow up visits to schools to support implementation of the training.</i></p>
<p><i>Provincial management to support service delivery at school level</i></p>	<p><i>75 primary schools in Tafea province received the 2016 1<sup>st</sup> tranche of school grants (delayed while the special TC Pam grant was acquitted).</i></p> <p><i>There was disbursement of grants for the second tranche (due 31 July) during the report period</i></p>

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*Initiated the consultations and draft of the review of Procurement and Assets Management Policy to be relevant for Provincial Offices and schools*

*Consultations on governance mechanisms for MoET and provinces underway.*

*Proposed establishment and membership of interim NEAC approved by DG.*

*CDU and EAU revised job descriptions completed but held pending ESD organisational restructure submission to PSC.*

*Job Descriptions in PPU completed for registration and rationalisation. Review of VEMIS roles commenced.*

*Strategy to establish the School Improvement Unit and Inspectorate developed. Consultations on processes for redeployment and recruitment of staff to provinces commenced.*

*Planning for trial School Support Centre establishment at Orap completed.*

*Draft Teacher Postings and Recruitment Policy including entitlement being trailed*

*Development of draft Operations Manual to support Draft Teacher Postings and Recruitment Policy.*

*Establishment of Teacher Posting Interim Management Group to oversight 2017 postings.*

*Data cleansing of public servants and teacher data continuing.*

*Teacher Registration including awareness raising with PEO's, Principals, teachers and communities completed in 2 provinces.*

*Code of Conduct, Teachers Standards and Principal Performance Standards accepted as basis for teacher performance (including registration and disciplinary action).*

*School Registration and Rationalisation Interim Management Group (SRRIMG) established.*

*Draft School Registration Policy ready for wider consultation.*

*SRRIMG has begun to develop Strategy for School Rationalisation begun based on Policy and other drivers*

*Open VEMIS made available on Internet.*

*Training on Open VEMIS conducted for 33 MoET staff, 62 school staff and 82 Provincial staff. Training was followed up on 55 schools. 40 schools are logging in weekly.*

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		<p><i>Transition from aggregated student data to individual records complete - entry of individual student records 80% complete.</i></p> <p><i>Integration of student data with Civil Registry.</i></p> <p><i>New modules in use - Professional Development, Finance, Facilities.</i></p> <p><i>French version 50% complete.</i></p> <p><i>Draft Open VEMIS policy completed.</i></p> <p><i>TSC commenced teacher registration in Open VEMIS.</i></p> <p><i>Grant calculator developed using student data in OV.</i></p>
	<p><i>Policy Planning, Budgeting and Assessment &amp; Reporting</i></p>	<p><i>Review of the Vanuatu Education Sector Strategy Completed</i></p> <p><i>Development of the Interim Vanuatu Education and Training Sector Strategy – with NSDP policy objective integrated (DCO/COM approved by March 2017)</i></p> <p><i>2017 Business Plan developed (to be approved early 2017)</i></p> <p><i>2017 Budget submission (completed on time)</i></p> <p><i>Development a Theory of Change &amp; the Results Framework for the MoET (draft)</i></p> <p><i>Sub Sector Policies under development</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>School registration Policy (to be approved in early 2017)</i></li> <li><input type="checkbox"/> <i>Teacher Placement Policy (to be approved in 2017)</i></li> <li><input type="checkbox"/> <i>Child Safe Guarding Policy (to be approved in early 2017)</i></li> <li><input type="checkbox"/> <i>Open VEMIS Policy (to be approved in early 2017)</i></li> </ul> <p><i>Organizational Structural review &amp; Job description review (ongoing)</i></p> <p><i>Progress reports (on annual recurrent funded activities) are conducted on a quarterly basis</i></p> <p><i>100 days' plan is being reported on (up-to date)</i></p> <p><i>PAM recovery projects (plus other MoET projects) are being are being facilitated (on-going)</i></p> <p><i>Teacher posting are coordinated and managed</i></p> <p><i>Student assessment (2016 examination) for both primary, secondary and senior secondary are well coordinated</i></p> <p><i>Student placement (2017) carried out</i></p>

5. KEY STATISTICS

The pyramid on the right shows two sets of data. The first is the size of school population by gender and by year level. The other (middle) is the proportion of the official enrolment age by gender in each year level in 2016. Key information we can draw from this graph is that a larger proportion of students in each year levels are not of their right age (over/under).

The information that can be drawn from the graph beneath shows the decrease in the transition rate from year 8 – 9 in the last three years.

Figure 2: Total Enrolment vs Official Enrolment, 2016

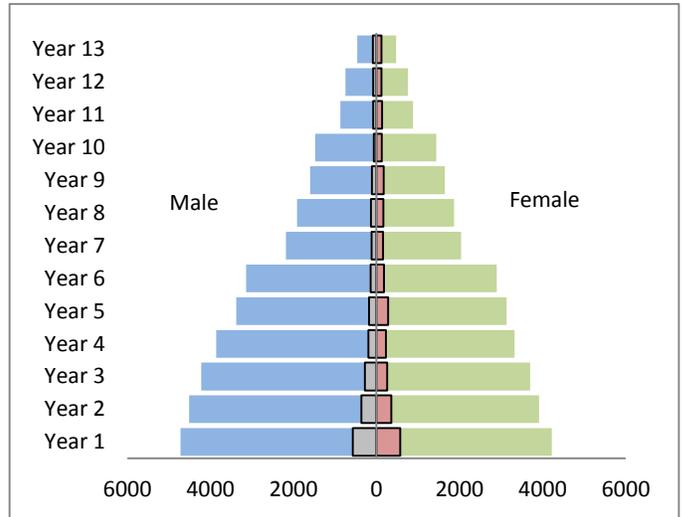
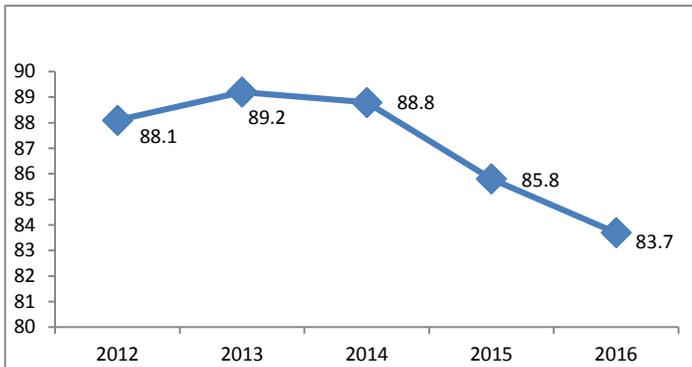


Figure 5: Transition Rate, Yr 8 - 9, 2016



The graph on the bottom hand left shows two sets of information. Firstly is the sudden drop in the transition rate from yrs 10 – 11. The other shows the significant increase in the transition rate from yrs 12 to 13.

The graph beneath shows considerate low ratio of PTR in the secondary schools.

Figure 4: Transition Rate Yrs 10 - 11 & Yrs 12 - 13, 2016

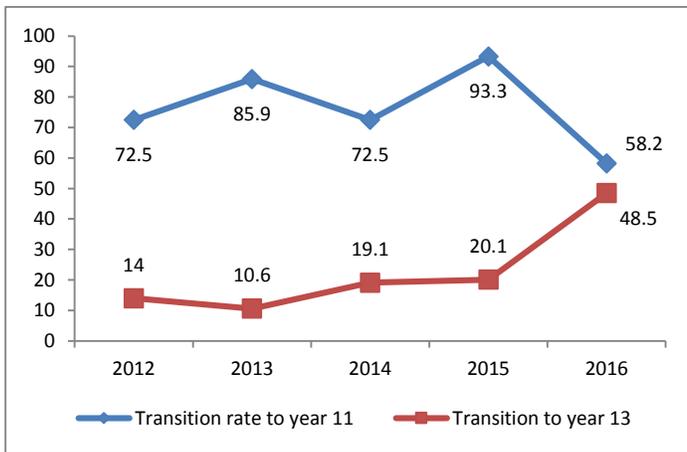
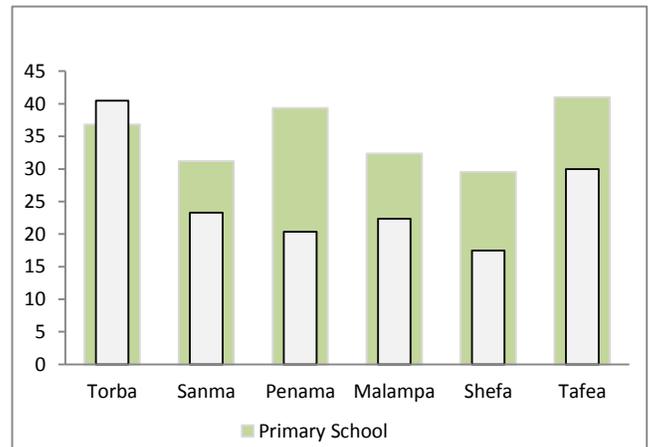


Figure 3: Pupil Teacher Ratio by Pri & Sec School for Govt Paid Teachers only, by Province, 2016



6. HUMAN RESOURCE MANAGEMENT

Figure 6: MoET Staff Establishment - Pay Period 1705

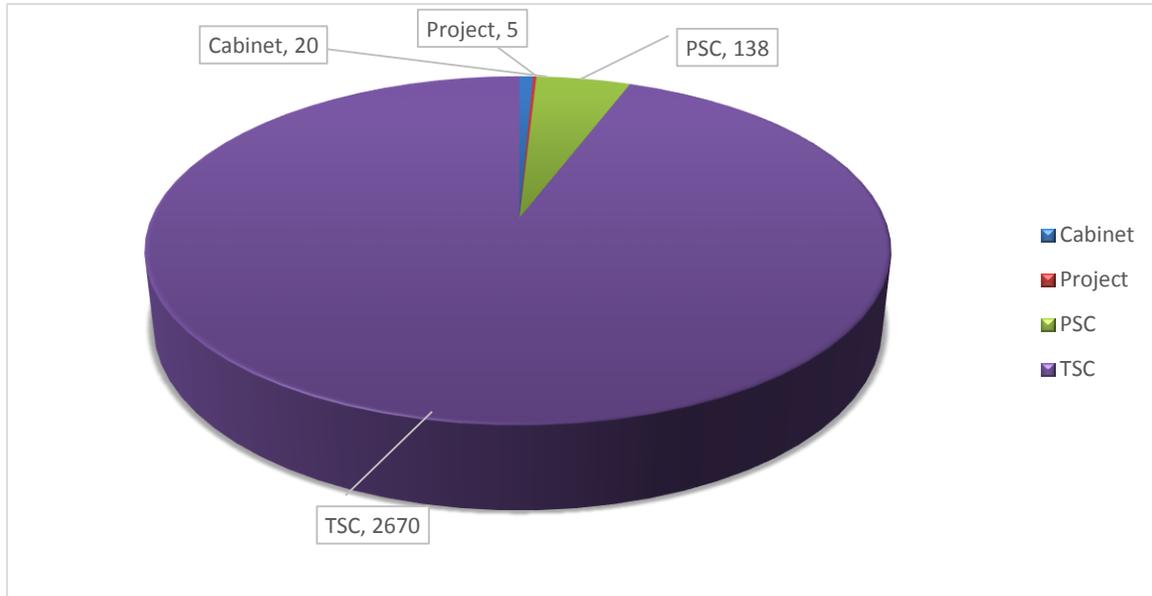
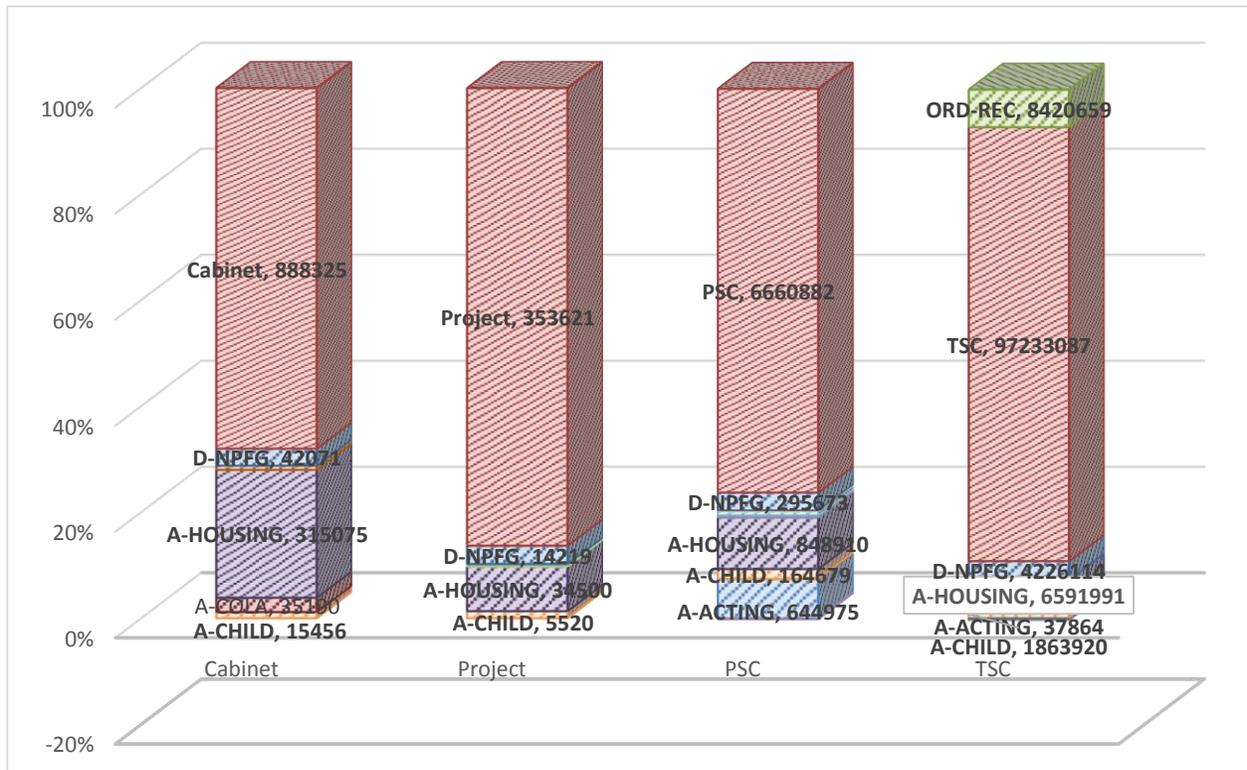


Figure 7: MoET Payroll Report - Pay Period 1705



Source: Abstracted from smartstream (payroll 1705)

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Figure 8: MoET Establishment Composition, 2016

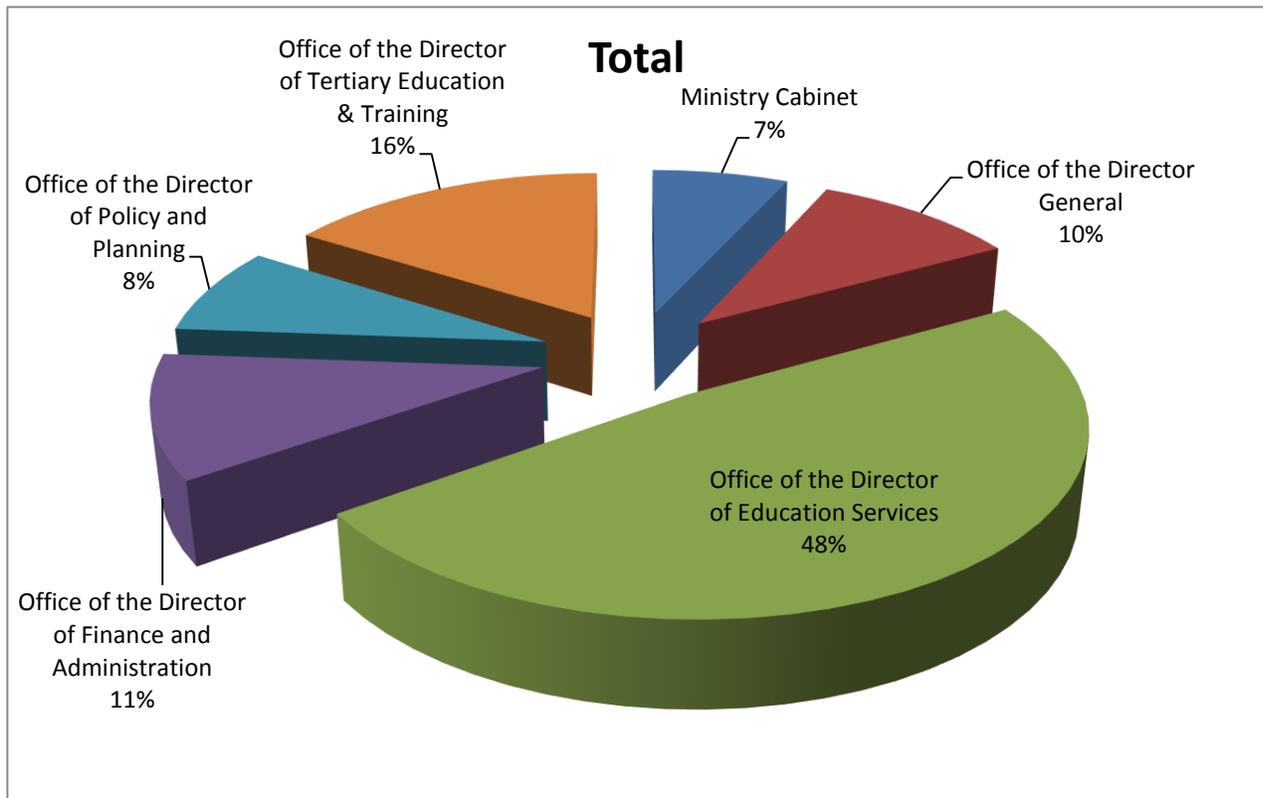
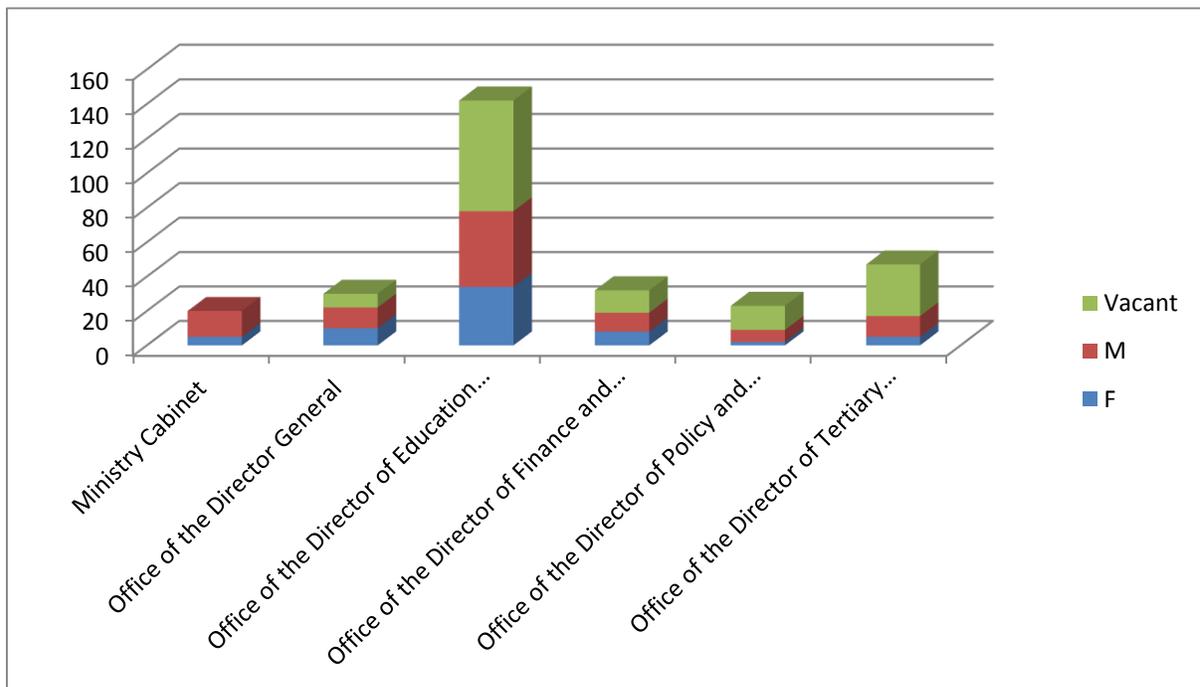


Figure 9: MoET Office Gender Composition, 2017



Source: Human Resource Management Unit

## 7. EDUCATION SECTOR FINANCING

### BUDGET OVERVIEW

The Ministry of Education & Training continues to implement its programs and activities with technical and budget support from development partners. In the year 2016, as summarized by figure 1, the total annual budget necessary to implement the 2016 annual work plan was, 4,556,448,863 VT. The Recurrent budget was 89% of this total and 11% was for the Development budget which was managed by the government, on Smart Stream. Of the total Recurrent Budget, 70% was budgeted for staff personnel emoluments and the remaining 19% was for the operation budget.

The Vanuatu Education Sector Program (VESP) which oversees the management for all the Ministry's activities funded by the Australian & New Zealand governments contributed 39% and 44% of the total Development Partners budget respectively in the year 2016. The remaining 9% was funded by Japan, 7% from UNICEF and 1% from Publication Revenue. Figure 1 shows the summary of the Development Partners budget contribution towards the on-going and new projects. Note that this is exclusive of all MoET projects managed outside of the Government finance system.

Figure 10: MoET Annual Budget Overview, 2016

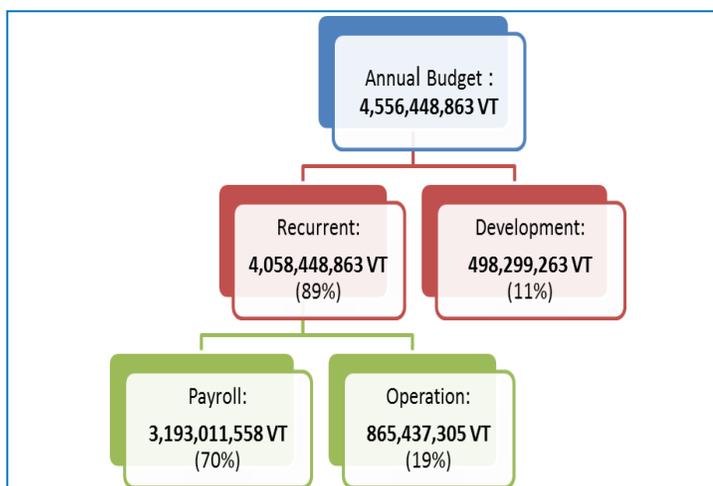


Table 2: Development Partners Budget Contribution

#	Donor	Project Count	Budget	%
1	Australia Contributions	4	193,787,977	38.9%
2	France Contributions	3		0.0%
3	Japan Contributions	8	45,116,216	9.1%
4	Miscellaneous O/S Contributions	1		0.0%
5	New Zealand Contributions	6	217,240,200	43.6%
6	Publications Revenue	1	2,830,948	0.6%
7	South Pacific Commission Contribution	2	2,483,390	0.5%
8	U.N.E.S.C.O Contributions	4	2,467,880	0.5%
9	U.N.I.C.E.F Contributions	6	33,714,640	6.8%
10	United Kingdom Contributions	1	658,012	0.1%
11	United Nations Contributions	2		0.0%
<b>Grand Total</b>		<b>38</b>	<b>498,299,263</b>	<b>100.0%</b>

### Recurrent Budget Ceiling Changes

Budget ceiling change in year 2016.

1<sup>st</sup> January 2016 the recurrent budget ceiling was, 3,950,448,863 VT.

April 2016 was 4,058,448,863 VT.

The budget increased by 108,000,000 VT.

The France, United Nations contributions and the Miscellaneous O/S Contributions in the table respectively, received no budget in 2016, but the activities are still being implemented during the year.

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## 2016 Budget Expenditure

**Table 3: Total Budget Expenditure Summary (Recurrent + Development)**

Activity	Recurrent Budget			Development Fund			Total Budget Expenditure		
	Annual Budget	Total Expenditure	(Over)	Revenue Received	Total Expenditure	Balance	Annual Budget	Total Expenditure	Balance
MEAA Cabinet Support Division	45028585	46727732	-1699147				45,028,585	46,727,732	-1,699,147
MEBA Office of the Director General	44067006	41867980	2199026				44,067,006	41,867,980	2,199,026
MEBB Administration & Finance Directorate	200,625,139	180,822,861	19,802,278	2,830,948	2,878,293	-47,345	203,456,087	183,701,154	19,754,933
MEBC Policy & Planning Directorate	28571679	24,340,509	4231170				28,571,679	24,340,509	4,231,170
MECA Education Services Directorate	300,972,424	293,380,058	7,592,366	172,371,416	266,183,034	-93,811,618	473,343,840	559,563,092	-86,219,252
MECB Secondary Schools	1236695459	1289937393	-53241934				1,236,695,459	1,289,937,393	-53,241,934
MECC Primary Schools	1,865,658,678	1,878,152,265	-12,493,587	318,415,097	100,400,304	218,014,793	2,184,073,775	1,978,552,569	205,521,206
MECD Tertiary Education	3,000,000	4,516,764	-1,516,764	3,141,402	1,513,181	1,628,221	6,141,402	6,029,945	111,457
MECE School Support Services Division	0	844616	-844616				0	844,616	-844,616
MEDA Tertiary Education & Post Schooling	4799215	2003885	2795330				4,799,215	2,003,885	2,795,330
MEDB Training & Scholarship Coordination	18470924	25238933	-6768009				18,470,924	25,238,933	-6,768,009
MEDC Technical, Vocational & Continuing Education	120297215	124706986	-4409771				120,297,215	124,706,986	-4,409,771
MEDD Higher Education	12364707	12051204	313503				12,364,707	12,051,204	313,503
MEDE Teacher Education	134,899,431	135,236,850	-337,419	1,540,400	1,446,355	94,045	136,439,831	136,683,205	-243,374
MEEA Teaching Services Commission	16017076	17548337	-1531261				16,017,076	17,548,337	-1,531,261
MEEB Other Authority, Boards & Councils	26981325	25523141	1458184				26,981,325	25,523,141	1,458,184
<b>Grand Total</b>	<b>4,058,448,863</b>	<b>4,102,899,514</b>	<b>-44,450,651</b>	<b>498,299,263</b>	<b>372,421,167</b>	<b>125,878,096</b>	<b>4,556,748,126</b>	<b>4,475,320,681</b>	<b>81,427,445</b>

The table shows that, as at 31<sup>st</sup> December:

- the recurrent budget was overspent by 44 million, and
- The development remaining budget balance was 125 million vatu.

### Revenue

Overall, there are five categories of revenue for the Ministry which includes:

1. Teachers Licensing Fees
2. Other Fees
3. Exam Levies
4. Application Charge Recoveries
5. Government Houses Recoveries

The total revenue collected in 2016 was 13.4 million vatu.

### Assets

With regards to Ministerial assets, Smart stream recorded the total net value of assets for the Ministry at 259 million vatu, by 31<sup>st</sup> December 2016. Unfortunately the Ministry has captured this information only at the central and the provincial level, while the data for schools is not yet captured on the system.

### Budget Overspending

The MoET budget was overspent by 44 million vatu. This was caused by the Payroll budget being over expended by 57 million vatu. On the other hand, the operation budget has a positive budget balance of 12.9 million vatu. However, the 12.9 million vatu was not sufficient to offset the payroll overspending but reducing the overspending from 57 million to 44 million vatu.

### RECURRENT BUDGET EXPENDITURE

This section has collated all recurrent budget and expenditure activities for overhead and payroll under the Ministry which comprises of the following departments: Cabinet Services (510), Department of

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Education (540) and Teaching Service Commission and other Education Commissions and Councils (550) for the financial year of 2016.

The original budget ceiling that was approved and allocated by Council of Ministers (COM) for the Ministry for the 2016 financial year was 3,950,448,863 vatu. However this amount increased to 4,058,448,863 vatu and remained as the final appropriated budget for the Ministry. This was approximately 19% of the total Government appropriated recurrent budget of 21,448,756,863 vatu. In comparison with the 2015 appropriated annual budget, this is a decrease in budget allocation by 5.69%.

The budget increased by 108,000,000 vatu, to cater for the following activities:

- I. Secondary Teachers Payroll (to correct the Teachers Payroll overspending) 100,000,000 VT
- II. Technical and Vocational Education & Training Operations & Payroll Budget 8,000,000 VT

**Table 4: Recurrent Budget Expenditure**

Table 4 shows the summary of the Ministry's Budget allocation and Actual Expenditure by Programs and Activities.

Overall, the Ministry had an unfavorable variance or budget overspending of 44 million vatu, a great reduction from 159 million vatu (overspending) in the year 2015. The table shows that the unfavorable accounts occurred in 8 activities. The unfavorable balance was mostly caused by, Payroll overspending in the payroll budget and unplanned or emerging expenses. The major payroll overspending according to the table occurred in the Primary and Secondary Schools and

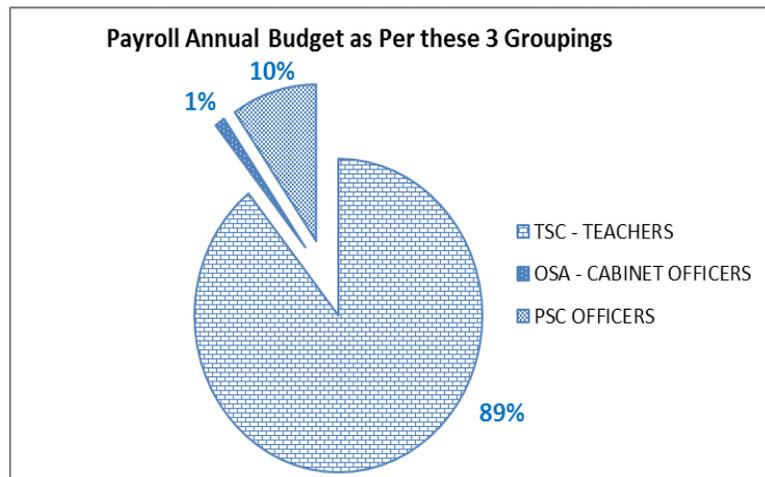
		Recurrent Budget				
Activity	Description	Annual Budget	Total Exp	(Over)	% Exp of Bgt	Comment
MEAA	Cabinet Support Division	45028585	46727732	-1699147	103.77%	Overspend - Payroll
MEBA	Office of the Director General Administration & Finance	44067006	41867980	2199026	95.01%	
MEBB	Directorate	200,625,139	180,822,861	19802278	90.13%	
MEBC	Policy & Planning Directorate	28571679	24,340,509	4231170	85.19%	
MECA	Education Services Directorate	300,972,424	293,380,058	7592366	97.48%	
MECB	Secondary Schools	1236695459	1289937393	-53241934	104.31%	Overspend - Payroll for Secondary Teachers
MECC	Primary Schools	1,865,658,678	1,878,152,265	-12493587	100.67%	Overspend - Payroll for Primary Teachers
MECD	Tertiary Education	3,000,000	4,516,764	-1516764	150.56%	Overspend - Payroll for TVET officers.
MECE	School Support Services Division	0	844616	-844616	0.00%	Unbudgeted Expenditure - Operation Expenditure committed from OLD Cost Centres
MEDA	Tertiary Education & Post Schooling	4799215	2003885	2795330	41.75%	
MEDB	Training & Scholarship Coordination	18470924	25238933	-6768009	136.64%	Overspend - Payroll & Operation for Schlarships Office
MEDC	Technical, Vocational & Continuing Education	120297215	124706986	-4409771	103.67%	Overspend - Payroll for VIT Teachers
MEDD	Higher Education	12364707	12051204	313503	97.46%	
MEDE	Teacher Education	134,899,431	135,236,850	-337419	100.25%	Overspend - Payroll for VITE Teachers
MEEA	Teaching Services Commission	16017076	17548337	-1531261	109.56%	Overspend - Payroll for TSC
MEEB	Other Authority, Boards & Councils	26981325	25523141	1458184	94.60%	
<b>Grand Total</b>		<b>4,058,448,863</b>	<b>4,102,899,514</b>	<b>-44,450,651</b>	<b>101%</b>	

Tertiary activity where a handful of the teachers were recruited by the Teaching Service Commission, without being budgeted for. The overspending also affected the implementation of the 2016 Annual Work Plan (AWP) which saw some planned activities not being implemented.

In addition, expenditure from old Cost centers also contributed to the unfavorable recurrent budget balance. And this may be a result of charging payments to old and unbudgeted Cost Centre. In the table this situation arises from activity MECE where the expenditure is charged to the old Cost Centre for Curriculum Development Unit and Examination and Assessment Unit.

## Payroll Budget Expenditure

Figure 11: Payroll Budget (as per the 3 groupings)



In the year 2016, 89% of the total payroll budget was for the Teachers, 10% for Public Service Commission Officers and 1 % for Cabinet Officers payroll as shown in the figure 2.

### Payroll Overspending

The Ministry was overspent in its annual payroll budget by 57,396,604 VT on staff personnel entitlements which includes salaries, family allowances, housing allowances, and superannuation. The overspending was caused by two expenditure situations where the first being the payroll expenditure exceeding the payroll budget and the second was

Payroll Expenditures made on Unbudgeted Accounts which in this case could also mean some expenditure was done for an emerging need but the expenditure was sourced from an unbudgeted payroll account.

The payroll accounts that were overspend include these budgeted accounts, Family Allowance, permanent wages and Provident fund which simply implies that the number of actual people paid by the Ministry exceeded the payroll budget for the year. The other group that caused the overspending are the unbudgeted / emerging expenditures that came from these accounts, acting allowances, Contract wages, Leave Expenses, overtime wages and Responsibility Allowance.

Major causes for the payroll overspending were unbudgeted probationary teachers that were already in the system and even though were not budgeted for but were automatically paid each payday. Even

Table 5: Summary of Payroll Accounts in 3 Categories (Accounts Level)

Payroll Expenditure Categories	Sum of Payroll Budget	Sum of Actual Exp	Sum of Difference
Underspend Accounts	431505312	227770685	203734627
Overspending - Unbudgeted / Emerged Account Expenditures	0	39493081	-39493081
Overspending - Account Expenditure Exceeding the Budget	2761506246	2983144396	-221638150
<b>Grand Total</b>	<b>3,193,011,558</b>	<b>3,250,408,162</b>	<b>-57,396,604</b>

though MoET received a 100 million vatu supplementary budget to sort these teachers payroll, as at the 31<sup>st</sup> December 2016 this report proved that the supplementary budget was not sufficient yet to offset the payroll overspending.

Table 3 shows TSC – TEACHERS payroll with the highest share of the Payroll budget as well as the major contributor to the payroll overspending.

Finally, Even though there was a favorable payroll balance remaining of 17 million vatu from the PSC

Table 6 Summary of Payroll Expenditures by 3 Categories (Cost Centre) Level

EMPLOYEE CATEGORY	Sum of Budget <sup>2</sup>	% as share of total budget	Sum of Total	Sum of Remaining <sup>2</sup>
TSC - TEACHERS	2,849,480,076	89.24%	2,922,608,313	-73,128,237
OSA - CABINET OFFICERS	37,428,585	1.17%	39,464,826	-2,036,241
PSC OFFICERS	306,102,897	9.59%	288,335,023	17,767,874
<b>Grand Total</b>	<b>3,193,011,558</b>	<b>100.00%</b>	<b>3,250,408,162</b>	<b>-57,396,604</b>

OFFICERS payroll budget, that wasn't sufficient enough to offset the total overspending of -75 million contributed by TSC-TEACHERS and OSA- CABINET OFFICERS. But it contributes to reduce the Payroll overspending amount to -57 million vatu.

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## Operation Budget Expenditure

Table 7 is a summary allocation of the Ministry's operational budget:

**Table 7 MoET Summary of Operations Budget Expenditure**

MOET SUMMARY OF OPERATIONS BUDGET EXPENDITURE AS AT 31ST DECEMBER 2016						
#	BUDGET GROUPING	SUB BUDGET GROUPING	BUDGET	TOTAL EXPENDITURE	BUDGET REMAINING	% as share of total Operations Budget
			(VT)	(VT)	(VT)	%
<b>A</b>	<b>GRANTS</b>		<b>616,990,029</b>	<b>616,078,053</b>	<b>911,976</b>	<b>71%</b>
1	SCHOOL GRANTS					
		1 Pre - School	4,000,000	4,000,000	0	
		2 Primary School	380,893,329	380,893,329	0	
		3 Secondary School	132,096,700	132,096,700	0	
					0	
2	INSTITUTIONAL GRANTS				0	
		1 Vanuatu Institute of Technology	10,000,000	9,088,024	911,976	
		2 Vanuatu Institute of Teacher Education	20,000,000	20,000,000	0	
		3 In Service Unit	2,000,000	2,000,000	0	
		4 Untrained Teachers Program (UTP)	9,000,000	9,000,000	0	
		5 USP Fencing	10,000,000	10,000,000	0	
		6 Vanuatu Qualification Authority	25,000,000	25,000,000	0	
3	PROVINCIAL EDUCATION OFFICE (PEO) GRANTS					
		1 Torba PEO	4,000,000	4,000,000	0	
		2 Sanma PEO	4,000,000	4,000,000	0	
		3 Penama PEO	4,000,000	4,000,000	0	
		4 Malampa PEO	4,000,000	4,000,000	0	
		5 Shefa PEO	4,000,000	4,000,000	0	
		6 Tafea PEO	4,000,000	4,000,000	0	
<b>B</b>	<b>PRIORITY COMMITMENTS</b>		<b>160,212,287</b>	<b>145,554,885</b>	<b>14,657,402</b>	<b>19%</b>
1	MAINTENANCE CONTRACTS		2,000,000	2,000,000	0	
2	TERMINATION PAYMENTS		69,766,880	35,462,244	34,304,636	
3	ELECTRICITY UTILITIES		13,200,000	13,200,000	0	
4	WATER UTILITIES		2,000,000	2,212,463	-212,463	
5	VAT		3,220,407	5,884,556	-2,664,149	
6	COMMUNICATIONS		5,760,000	4,606,913	1,153,087	
7	GOVERNMENT CONTRIBUTIONS		31,000,000		31,000,000	
8	MALAPOA TRANSFORMA		17,000,000	360,628	16,639,372	
9	SECURITY SERVICES		2,400,000	2,709,320	-309,320	
10	OFFICE CLEANING		1,000,000	1,426,479	-426,479	
11	VEHICLE REPLACEMENT		4,000,000	1,777,778	2,222,222	
12	OTHER PRIORITY		3,865,000	71,267,725	-67,402,725	
	Such as the consultant fees, General Materials, Refunds, Incidentals, Official Entertainment, Building, Equipment & Vehicle Repairs & Maintenance, Traveling, Grants, Equipments, Replacements, Furniture, Vehicle and charges all are budget expenditures from the Office of the Director of Finance & Administration.				0	
13	SEO CONFERENCE		2,500,000	2,465,000	35,000	
14	PROVINCIAL MAINTENANCE FUND		2,500,000	2,181,779	318,221	
					0	
<b>C</b>	<b>NORMAL OFFICE OPERATIONS</b>		<b>88,234,989</b>	<b>90,858,414</b>	<b>-2,623,425</b>	<b>10%</b>
	These are the normal office operational budget that all cost centres operated to implement their annual work plans.					
	<b>Total Budget</b>		<b>865,437,305</b>	<b>852,491,352</b>	<b>12,945,953</b>	<b>100%</b>

The table above summarizes the operational budget expenditure into 3 major budget groupings, GRANTS, PRIORITY COMMITMENTS, and NORMAL OFFICE OPERATIONS.

In these grouping, it clearly shows that Grant budget was more than half, 71% of the operations budget, Priority commitments with 19% and 10% shared by all the cost centres to implement the year 2016 MoET Annual Work Plan. And of the three, Normal Office Operations overspends its budget by just over 2 million vatu and this was caused by a few units to name a few, Finance unit, Principal Education Service Unit and the Primary Teachers Incidental Cost Centres overspending their operation budget.

However, the favorable remaining balances from the two groupings of Grants and Priority Commitments which totals to 15,569,378 VT offsets this 2 million vatu overspending leaving the operations budget with a remaining balance of 12.9 million vatu as at 31<sup>st</sup> December 2016.

## Budget Virement

Generally, Virement is a terminology that the Department of Finance and Treasury uses to describe the movement of budget both internally or externally between Line Ministries.

In the year 2016, all the budget virement happened internally within the Ministry's cost center, activity, program and departments and there were no virement across ministries.

The Ministry's total worth of budget virement was 108 million vatu. A Virement was necessary as this amount was an additional supplementary budget to cater for 2 cost centres being, Technical and Vocational Education & Training and the Secondary Teachers Cost Centres.

In addition, this Virement was necessary also to offset budget overspending as well as to ensure that expenditure was incurred in the right cost centres.

Table 5 shows that 98% of the budget Virement occurred between cost centers within department 540 - department of education and 2% was Virement from department 540 – department of education to department 550 – Education Commission and Councils.

**Table 8 MoET Internal Budget Virement**

Department	Budget Out (VT)	Budget In (VT)	%
540 - 540	-106,340,897	106,340,897	98%
540 - 550	-1,939,000	1,939,000	2%
<b>Grand Total</b>	<b>-108,279,897</b>	<b>108,279,897</b>	<b>100%</b>

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## School Grant

As per the School Grant Scheme, all government and government-assisted schools are usually paid school grants twice each year, Tranche 1 worth 60% of the total annual grant and is usually paid in January, while the remaining grant for Tranche 2 worth 40% is to be paid in July. The grant payments are only payable provided that the schools satisfy the school grant criteria's. In 2016, there were two parts of Tranche 1

**Table 9: Summary of School Grant Paid to Eligible Schools, By Authority**

AUTHORITY Year Level	Tranch Payment (VUV)				Grand Total
	1	2.1	2.2	2.3	
<b>Apostolic Church</b>	<b>2,468,340</b>	<b>482,380</b>	<b>1,585,830</b>	<b>1,023,500</b>	<b>5,560,050</b>
Years 1-6	2,007,840	482,380	1,087,580	1,023,500	4,601,300
Years 7-10	460,500		498,250		958,750
<b>Assemblies of God</b>	<b>552,045</b>			<b>293,700</b>	<b>845,745</b>
Years 1-6	421,860			293,700	715,560
Years 7-10	130,185				130,185
<b>Bahai</b>	<b>1,098,765</b>	<b>518,185</b>			<b>1,616,950</b>
Years 1-6	411,180	149,520			560,700
Years 7-10	687,585	368,665			1,056,250
<b>Catholic Education Authority</b>	<b>48,231,585</b>	<b>26,980,325</b>	<b>12,254,800</b>	<b>1,028,840</b>	<b>88,495,550</b>
Years 1-6	38,880,540	16,988,320	9,569,280	1,028,840	66,466,980
Years 1-8	3,309,720	2,564,385			5,874,105
Years 7 - 12 Junior and Senior Secondary and Years 11 -12 Technical	945,135		801,740		1,746,875
Years 7-10	1,877,175	4,835,710	1,048,455		7,761,340
Years 7-12	1,596,555	956,245	835,325		3,388,125
Years 7-13	1,622,460	1,635,665			3,258,125
<b>Church of Christ</b>	<b>1,719,885</b>		<b>1,725,115</b>		<b>3,445,000</b>
Years 7 - 10 Junior Secondary and Years 11 -12 Technical	331,170		586,955		918,125
Years 7-13	1,388,715		1,138,160		2,526,875
<b>Church of Melanesia</b>	<b>3,555,930</b>	<b>505,520</b>	<b>2,118,905</b>	<b>382,505</b>	<b>6,562,860</b>
Years 1-6	1,388,400	505,520	101,460	382,505	2,377,885
Years 7-10	508,080		776,270		1,284,350
Years 7-13	1,659,450		1,241,175		2,900,625
<b>Malampa PEB</b>	<b>30,298,985</b>	<b>25,829,885</b>	<b>2,523,625</b>		<b>58,652,495</b>
Years 1-6	22,321,200	16,803,200	1,735,500		40,859,900
Years 1-8	1,943,120	2,101,665			4,044,785
Years 7-10	3,316,860	4,328,220	788,125		8,433,205
Years 7-12	2,203,425	1,066,075			3,269,500
Years 7-13	514,380	1,530,725			2,045,105
<b>Neil Thomas Christian University Education Authority</b>	<b>839,175</b>	<b>635,460</b>	<b>666,250</b>		<b>2,140,885</b>
Years 1-6	459,240	635,460			1,094,700
Years 7-13	379,935		666,250		1,046,185
<b>Penama PEB</b>	<b>27,133,830</b>	<b>11,698,150</b>	<b>9,548,440</b>	<b>1,153,730</b>	<b>49,534,150</b>
Years 1-6	23,293,080	11,470,320	6,069,800	149,520	40,982,720
Years 1-8	663,180		559,170		1,222,350
Years 7-10	3,177,570	227,830	2,919,470	1,004,210	7,329,080
<b>Presbyterian Church of Vanuatu</b>	<b>9,431,760</b>	<b>4,571,855</b>	<b>925,020</b>	<b>511,875</b>	<b>15,440,510</b>
Years 1-6	4,966,200	1,304,740	612,320		6,883,260
Years 7-10	1,047,450	906,725	312,700	511,875	2,778,750
Years 7-12	1,433,985	1,312,265			2,746,250
Years 7-13	1,984,125	1,048,125			3,032,250
<b>Private</b>	<b>801,000</b>				<b>801,000</b>
Years 1-6	801,000				801,000
<b>Protestant Education Authority</b>	<b>6,525,285</b>	<b>3,093,605</b>	<b>2,455,660</b>	<b>740,480</b>	<b>12,815,030</b>
Years 1-6	5,297,280	2,527,600	1,381,280	740,480	9,946,640
Years 1-8	676,080	315,440	714,995		1,706,515
Years 7-10	396,240		359,385		755,625
Years 7-12	155,685	250,565			406,250
<b>Sanma PEB</b>	<b>41,697,345</b>	<b>22,340,240</b>	<b>14,647,400</b>		<b>78,684,985</b>
Years 1-6	17,953,080	8,453,220	2,858,680		29,264,980
Years 1-8	14,894,760	11,407,480	3,607,925		29,910,165
Years 7-10	1,580,775	229,925	1,477,670		3,288,370
Years 7-12	3,549,105	988,615	5,711,875		10,249,595
Years 7-13	3,719,625	1,261,000	991,250		5,971,875
<b>SDA</b>	<b>13,299,590</b>	<b>9,407,985</b>	<b>3,730,755</b>		<b>26,438,330</b>
Years 1-6	9,602,210	6,550,400	1,087,580		17,240,190
Years 1-8	363,120	126,380			489,500
Years 7-10	739,470	612,870	595,675		1,948,015
Years 7-12	1,578,540	2,118,335			3,696,875
Years 7-13	1,016,250		2,047,500		3,063,750
<b>Shefa PEB</b>	<b>65,371,785</b>	<b>45,755,140</b>	<b>5,189,000</b>	<b>1,792,460</b>	<b>118,108,385</b>
Years 1-6	22,897,920	10,665,760	2,490,220	1,792,460	37,846,360
Years 1-8	28,578,960	24,847,565	506,655		53,933,180
Years 7-10	3,539,445	3,631,320			7,170,765
Years 7-12	1,078,170	814,285			1,892,455
Years 7-13	5,791,665	2,269,960	2,192,125		10,253,750
Years 7-14	3,485,625	3,526,250			7,011,875
<b>Tafea PEB</b>	<b>36,490,275</b>	<b>11,435,780</b>	<b>2,347,820</b>	<b>5,439,170</b>	<b>55,713,045</b>
Years 1-6	30,897,240	10,238,560	1,863,660	3,357,080	46,356,540
Years 1-8	993,240		484,160		1,477,400
Years 7-10	2,809,650	613,000		1,677,705	5,100,355
Years 7-12	1,321,875	584,220		60,005	1,966,100
Years 7-13	468,270			344,380	812,650
<b>Torba PEB</b>	<b>10,741,725</b>		<b>7,803,345</b>		<b>18,545,070</b>
Years 1-6	6,999,900		4,888,720		11,888,620
Years 1-8	2,652,480		2,013,345		4,665,825
Years 7-10	214,755		337,745		552,500
Years 7-12	874,590		563,535		1,438,125
<b>Grand Total</b>	<b>300,257,305</b>	<b>163,254,510</b>	<b>67,521,965</b>	<b>12,366,260</b>	<b>543,400,040</b>

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payment and 3 parts of Tranche 2 part payments. Table 9 above shows a detail summary of the school grant payment to eligible schools in the year 2016.

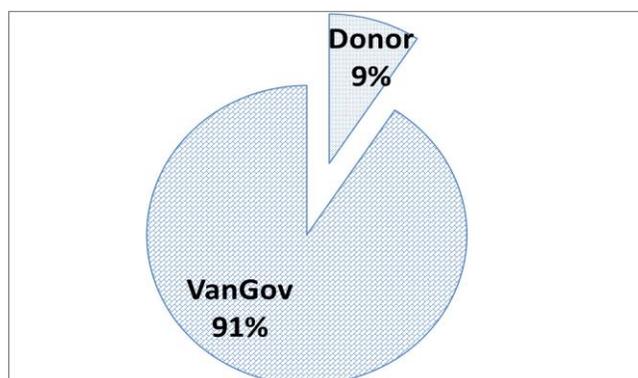
The total grant paid to all eligible schools in the year 2016 was 543,400,040 VT. This total grant amount was paid partly by the government with top-up support by the Donors Partners as per the Grant Funding Agreement.

Table 10 shows the summary of the School Grant Tranche payments while figure 5 shows the percentage school grant expenditure by Donors and VanGov.

**Table 10: School Grant Tranche Payment Summary**

#	Tranche	Amount (VT)	Date
1	Tranche 1	300,257,305	Part 1 paid on 4 <sup>th</sup> March and Part 2 on 3 <sup>rd</sup> May 2016
2	Tranche 2 Part 1	163,254,510	21 <sup>st</sup> October 2016
3	Tranche 2 Part 2	67,521,965	28 <sup>th</sup> December 2016
4	Tranche 2 Part 3	12,366,260	16 <sup>th</sup> February 2017
	<b>Total</b>	<b>543,400,040</b>	

**Figure 12 School Grant Expenditure by Donors & VanGov**



### Revenue

As previously mentioned, the four (5) revenue accounts for the Ministry are:

1. Teachers Licensing Fees

This was the new revenue initiative from the year 2016 in which The Teaching Service Commission (TSC) has and will be continuing to collect from Teachers as all Teachers, as per TSC requirements are expected operate under a teaching license.

2. Other Fees

Other Fees received as revenue are mainly:

For the reprinting of curriculum materials for all schools by the CDU which includes reprinting of curriculum syllabus, teachers guides, readers and other curriculum materials.

3. Exam Levies

Examination Levies is collected annually by the Examination and Assessment Unit (EAU) to cater for all national examination costs. Although the money is not directly used by the EAU for its operational expenses, the EAU sees fit to charge all examination fees at differing rates depending on the qualification level.

4. Government Houses Recoveries

The revenue for Government Houses Recoveries was recovered given these two situations below:

Staffs that have been overpaid on housing allowances during employment

Staff that are not entitled to housing allowance, but were receiving housing allowance

5. Application Charges Recoveries

Application Charges Recoveries are revenue collection from the Scholarships Application Forms which was charged at 2,000VT per Forms.

Table 11 shows the total revenue collected in 2016 was 16 million vatu and it was a reduction by 7 million vatu from the previous year (2015) which was 23.3 million vatu. The 16 million vatu collected was way

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over the budgeted revenue by 2.5 million vatu. The highest revenue contribution comes from Exam Levies and the lowest from Government Houses Recoveries.

**Table 11: Summary of Revenue Collection in 2016**

Account	Description	Revenue	Budget	Over/(Under)	Cash Received
	<b>Revenue</b>				
7NFL	Teachers Licencing Fees	1,587,500	0	1,587,500	1,587,500
7NFO	Other Fees	1,278,098	1,500,000	(221,902)	4,109,046
7NFX	Exam Levies	9,175,926	0	9,175,926	9,077,421
7NOA	Application Charges Recoveries	1,430,000	0	1,430,000	1,430,000
7NOH	Government Houses Recoveries	14,949	12,200,000	(12,185,051)	14,949
	<b>Revenue</b>	<b>13,486,473</b>	<b>13,700,000</b>	<b>(213,527)</b>	<b>16,218,916</b>
	<b>Total Revenue and Receipts</b>	<b>13,486,473</b>	<b>13,700,000</b>	<b>(213,527)</b>	<b>16,218,916</b>

### Assets

The total net value of assets, as earlier stated for the Ministry and as captured in Smart Stream was 259 million vatu which was an increased by 3 million vatu from previous year (2015) value of 257 million vatu . The summary by the three departments are outlined below:

**Table 12: Asset Netbook Value Summary by Department**

Department	NetBookValue
510	12,537,340
540	240,566,856
550	6,419,479
<b>Grand Total</b>	<b>259,523,675</b>

However this does not capture and include all assets at the school level yet as smart stream does not capture expenditure at that level.

### **DEVELOPMENT BUDGET**

In the year 2016, the Ministry continued to receive financial and technical support from donor partners to fund activities that the recurrent budget could not accommodate. In table 13, it shows the donor funding per activity within the Ministry. Donor funds are more concentrated in the Primary Schools (64%) and Education Services Directorate (35%) activity as majority of the funding was for the school grants budget (primary & secondary school grants).

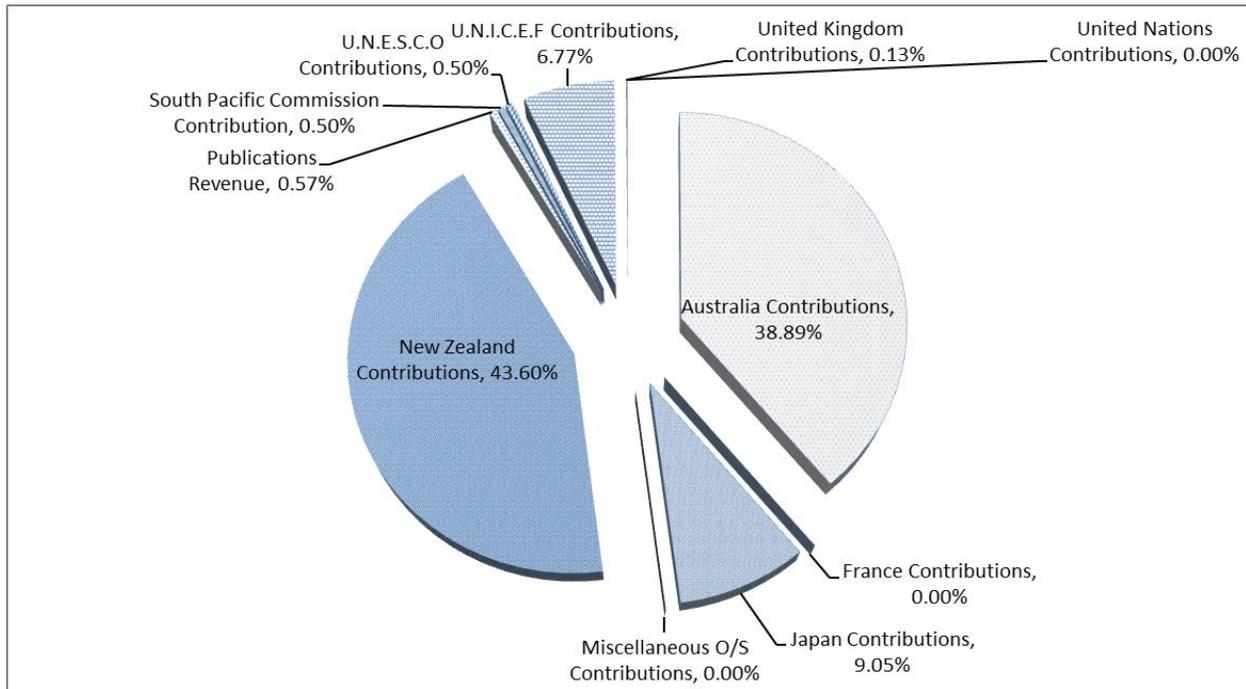
**Table 13: Summary of Funding per Activity**

Activity	Description	%	Budget	Expenditure	Balance
MEBB	Administration & Finance Directorate	1%	2,830,948	2,878,293	-47,345
MEBC	Policy & Planning Directorate	0%		0	0
MECA	Education Services Directorate	35%	172,371,416	266,183,034	-93,811,618
MECC	Primary Schools	64%	318,415,097	100,400,304	218,014,793
MECD	Tertiary Education	1%	3,141,402	1,513,181	1,628,221
MEDE	Teacher Education	0%	1,540,400	1,446,355	94,045
<b>Grand Total</b>		<b>100%</b>	<b>498,299,263</b>	<b>372,421,167</b>	<b>125,878,096</b>

The total revenue received by donors in the year 2016 was 498 million vatu and actual expenditure was 372 million vatu and the remaining balance was 125 million vatu.

The pie chart shows the percentage of budget contribution by the development partners in 2016.

Figure 13 Donor Budget Contributed in year 2016 to implement Projects



Finally, the Ministry will continue to work more closely with managers to allow planned budgets and activities for the year to be fulfilled, and all resources are available to ensure that efficiency prevails within the system. This will assist us to ensure that all funds are well accounted for and utilized to ensure the Ministry is able to deliver on its objective.

## 8. OTHER ISSUES

### ***Portfolio legislation***

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

- Education Act No 9. Of 2014
- Teaching Service Act No 30. of 2013
- Vanuatu Qualification Authority Act No 1. of 2014
- Vanuatu Institute of Technology Act No. 24 of 2001
- Vanuatu Institute of Teacher Education Act No 25. Of 2001

Other related acts includes:

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

### ***Statutory Authorities and Non statutory Bodies***

The Ministry of Education portfolio includes the following bodies;

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

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

### ***International Agreements or Commitments***

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

- University of the South Pacific
- Agence Universitaire de la Francophonie (AUF)
- UNESCO (MDG and EFA Goals – are incorporated into the MoET performance framework to address the surrounding issues
- UNICEF

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- South Pacific Board of Education and Assessment (SPBEA)/Educational Quality and Assessment Program (EQAP) as a subsidiary of SPC.
- Commonwealth of learning.
- Links and engagements with NGOs and organizations in Vanuatu (World Vision, Peace Corps and JOCV).

### ***Complaints Mechanism***

The Ministry administers complaints through the office of the Director General and relates these either to the Teaching Service Commission or the Public Service Commission. Legal advice is sought from the State Law Office for all legal issues and complains. The Ministry of Education is not aware of any investigations by the Ombudsman's Office or the Auditor General carried out during the year in relation to its operations.

## **9. CONTACT OFFICER**

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