



GOVERNMENT
OF
THE
REPUBLIC
OF
VANUATU



CORPORATE PLAN

2026 - 2030

Ministry of Education and Training

Produced by the Policy and Planning Directorate March 2026

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1. Preface from the Minister

It is my privilege to present and endorse the Ministry of Education and Training Corporate Plan, which sets out our strategic direction and priorities for strengthening the education system in Vanuatu. This Plan reflects the Government's commitment to ensuring equitable access to quality education for all and to building a resilient, inclusive, and future-ready education system.

The current Corporate Plan has been reviewed using a desktop approach to ensure its continued relevance and alignment with national priorities and sector developments. Through this process, most sections of the Plan have been updated to reflect progress made, ongoing initiatives, and emerging needs within the education sector.

At the same time, the Ministry of Education and Training is undergoing significant reforms aimed at improving service delivery, strengthening governance, and enhancing education outcomes across the country. Considering these ongoing reforms, Section 7 (Strategic Directions) has not yet been revised.



Section 7 will be comprehensively updated following the completion of the Corporate Plan baseline study and the Education Forum planned for 2026. This approach will ensure that our strategic directions are informed by robust evidence and broad stakeholder engagement. The review of Section 7 in 2026 will capture emerging priorities identified through the baseline study findings, as well as key recommendations outlined in the aide-mémoire of the Education Forum.

The Corporate Plan continues to provide a clear framework to guide the Ministry's policies, programmes, and investments over the planning period. It emphasizes improving learning outcomes, strengthening governance and accountability, enhancing teacher capacity, and ensuring that the education system remains responsive to both current and emerging challenges, including climate change and natural disasters.

As Minister, I am confident that the successful implementation of this Plan will require strong leadership, effective coordination, and sustained partnerships at all levels. I call upon all stakeholders within Government and beyond to work collaboratively in translating these strategic priorities into tangible and lasting outcomes for our children and future generations.

I commend the Ministry for its continued dedication and reaffirm my full support for the effective implementation and ongoing strengthening of this Corporate Plan.

Yours Sincerely,



The Honourable Simil Johnson Youse
Minister of Education and Training

2. Introduction & Overview by the Director General

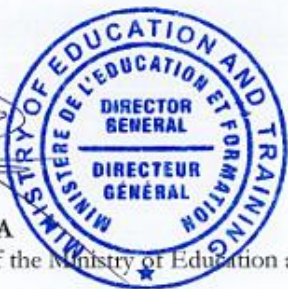

The Ministry of Education and Training (MoET) is mandated to provide leadership, policy guidance, and management of the education system in Vanuatu. Our vision is to ensure that all citizens have access to quality, inclusive, and equitable education that empowers individuals, strengthens communities, and contributes to national development. The Ministry is responsible for delivering education across all levels from early childhood to tertiary education while promoting lifelong learning opportunities and skills development.

Our core functions include policy formulation, strategic planning, regulation, monitoring and evaluation, curriculum development, teacher management, and the oversight of education infrastructure. The Ministry is structured to promote efficient governance, with key divisions and directorates responsible for Education Services, Policy and Planning, Corporate Services, and Quality Assurance. These divisions work closely with provincial education offices to ensure that national policies and programs are effectively implemented at the local level.

The Ministry recognizes the importance of responsive and evidence-based decision-making. To this end, we invest in data collection, research, and monitoring systems that guide improvements in learning outcomes and operational efficiency. In addition, we actively collaborate with development partners, communities, and stakeholders to enhance resource mobilization, capacity development, and innovation in the education sector.

This Corporate Plan provides a roadmap for the Ministry's strategic priorities, outlining the programs, initiatives, and outcomes that will guide our efforts over the planning period. It demonstrates our commitment to fostering an education system that is resilient, inclusive, and aligned with the national development agenda, ultimately preparing our citizens to meet the challenges and opportunities of the future.

Sincerely Yours,



Cherol Ala IANNA
Director General of the Ministry of Education and Training

3. Statement of Vision, Mission and Values

The vision, mission goals and values of the Ministry are outlined below.

Vision

A caring education system which provides every young person with core competences, lifelong skills, values,¹ and confidence to be self-reliant and contribute to the development of Vanuatu. The education system works in partnership with all stakeholders to provide well-managed institutions of learning in Vanuatu.

Mission or Objective

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

- Early Childhood Care and Education
- Kindergarten to basic education (year 10).
- Expanded opportunities for secondary, technical, and tertiary education.
- Support for parents and communities to actively engaged and participate.
- A well-managed and accountable education system.²

Values

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

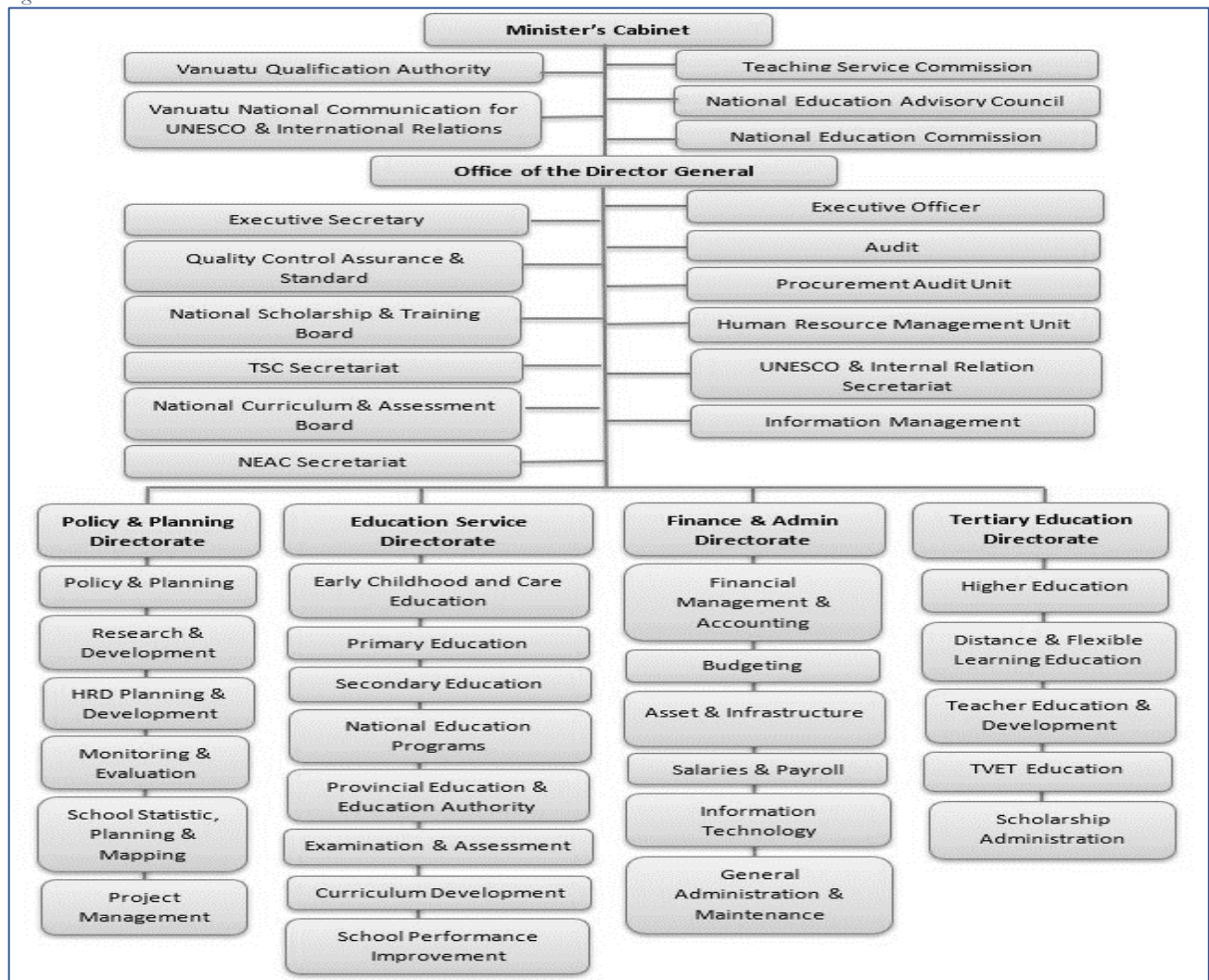
¹ Important values include respect for history and culture and respect for human rights.

² A well-managed system will enable young people to contribute to the productive sectors in both rural and urban areas.

4. Organizational Structure of the Ministry of Education and Training

The organizational structure of the Ministry of Education and Training (MoET) in Vanuatu is designed to ensure effective governance, coordination, and delivery of education services across all levels of the system. The Minister provides overall policy direction and oversight, while the Director General leads the administration and implementation of the Ministry’s strategic priorities. The Ministry is organized into key directorates—typically including Education Services, Policy and Planning, Corporate Services, and Quality Assurance—each led by Directors responsible for specific functional areas and accountable for performance. These central divisions are supported by Provincial Education Offices, which facilitate decentralized implementation and engagement with schools and communities. This structure promotes clear lines of authority, accountability, and alignment with national priorities, enabling the Ministry to deliver inclusive, equitable, and quality education effectively.

Figure 1: MoET Structure



5. Functions of the Ministry and Training

The Ministry of Education and Training (MoET) in Vanuatu is responsible for providing strategic leadership and oversight of the national education system to ensure equitable access to quality and inclusive education for all. Its core functions include the development and implementation of education policies, strategic planning, and regulatory frameworks; the management and delivery of education services across early childhood, primary, secondary, and post-secondary levels; and the oversight of curriculum development, assessment, and quality assurance. The Ministry also manages teacher recruitment, deployment, and professional development, as well as education infrastructure and resource allocation. In addition, it is responsible for monitoring and evaluation, data management, and reporting to support evidence-based decision-making, while coordinating with provincial authorities, development partners, and communities to strengthen service delivery and achieve national education priorities.

Policies

The Ministry of Education and Training (MoET) in Vanuatu has the following key policy-related responsibilities:

- Formulating, reviewing, and updating national education policies to guide the development and management of the education sector.
- Developing strategic frameworks, corporate plans, and sector policies aligned with national development priorities.
- Establishing regulatory standards and guidelines for education provision, including curriculum, assessment, and quality assurance.
- Ensuring policy coherence and alignment across all levels of education—early childhood, primary, secondary, and post-secondary.
- Advising Government on education-related matters, including reforms, legislation, and sector priorities.
- Monitoring and evaluating the implementation of education policies to assess effectiveness and inform improvements.
- Coordinating stakeholder consultations in policy development, including engagement with provincial authorities, development partners, and communities.
- Integrating cross-cutting issues such as gender equity, inclusion, climate resilience, and digital transformation into education policies.
- Supporting the development and enforcement of legislation and regulations governing the education sector.
- Ensuring compliance with regional and international education commitments and frameworks.

Service to the Public

The Ministry of Education and Training (MoET) in Vanuatu is responsible for providing a range of education services to the public, targeting specific groups to ensure inclusive, equitable, and quality education. These services include:

1. **Early Childhood Education Services** – Provision of pre-primary education and early learning programs for children aged 0–5 years, targeting young children and their families to support foundational learning.
2. **Primary Education Services** – Delivery of primary schooling for children aged 6–12 years, ensuring access to basic literacy, numeracy, and life skills for all children.
3. **Secondary Education Services** – Provision of lower and upper secondary education for adolescents aged 13–18 years, preparing them for higher education, vocational training, or employment.
4. **Technical and Vocational Education and Training (TVET)** – Programs for youth and adults seeking skills development, apprenticeships, and career-oriented training to enhance employability.
5. **Tertiary and Higher Education Services** – Oversight of universities, teacher training colleges, and other post-secondary institutions to ensure access to advanced education and professional qualifications.
6. **Adult and Lifelong Learning Services** – Literacy, numeracy, and skills programs targeting out-of-school youth, adults, and marginalized groups for social and economic empowerment.
7. **Teacher Education and Professional Development** – Training, certification, and continuous professional development for teachers and education personnel across all levels.
8. **Special Needs and Inclusive Education Services** – Support and programs for children with disabilities, vulnerable, and marginalized learners to ensure equitable access to education.
9. **Curriculum Development and Assessment Services** – Designing curricula, syllabi, and national assessments to standardize learning outcomes for students across the country.
10. **Education Policy, Planning, and Advisory Services** – Guidance and information services for communities, schools, and government agencies to ensure effective education delivery and governance.
11. **Education Infrastructure and Resource Services** – Provision and maintenance of school facilities, teaching materials, and learning resources for schools and training institutions.

This broad range of services ensures that the Ministry addresses the educational needs of all citizens from young children and students to teachers, youth, adults, and marginalized populations while supporting the country's national development goals.

Services to other Agencies

The Ministry of Education and Training (MoET) in Vanuatu provides services to a range of government agencies, sector bodies, and development partners to ensure coordinated planning, implementation, and oversight of the education sector. Key agencies and the services provided include:

- Department of Finance and Treasury – Budget submissions, financial reporting, and accountability for the use of government funds allocated to the education sector.

- Public Service Commission – Provision of information and coordination on teacher recruitment, deployment, and professional development.
- Provincial and Local Government Offices – Support for the planning, supervision, and monitoring of schools, as well as implementation of education programs at the provincial and community level.
- National Curriculum and Assessment Authority – Technical advice, policy guidance, and coordination for curriculum development, assessment standards, and examinations.
- Sector Coordination Bodies / Education Sector Working Groups – Facilitation of policy dialogue, strategic planning, and program implementation among development partners, NGOs, and other stakeholders in the education sector.
- Development Partners (UN agencies, bilateral donors, NGOs) – Collaboration on program design, funding, technical assistance, capacity building, and monitoring of donor-supported education projects.
- Other Line Ministries (e.g., Health, Social Development, Youth, Climate Change) – Provision of technical guidance and joint implementation of cross-sectoral programs such as school health, inclusive education, disaster risk reduction, and youth development initiatives.
- National Statistics Office – Supply of education sector data, coordination on surveys, and provision of monitoring and evaluation reports to support national planning and reporting.
- Vanuatu Qualifications Authority / Tertiary Education Bodies – Oversight and support for accreditation, standards, and coordination of tertiary and vocational training programs.

Through these interactions, the Ministry ensures that education programs are aligned with national priorities, effectively coordinated, and delivered in collaboration with stakeholders to maximize impact and accountability.

Governance

The Ministry of Education and Training (MoET) in Vanuatu is responsible for monitoring a range of agencies, bodies, and institutions on behalf of the Minister to ensure compliance with national policies, standards, and sector priorities.

Table 1: Ministry's Oversight Responsibilities on Behalf of the Minister

| Agency / Body | Monitoring Responsibility |
|--|--|
| Public and Community Schools | Compliance with curriculum standards, teacher performance, student outcomes, and operational management |
| Technical and Vocational Education and Training (TVET) Institutions | Quality of training, program delivery, accreditation, and alignment with labour market needs |
| Tertiary and Higher Education Institutions | Governance, standards, and educational outcomes of universities, colleges, and teacher training institutions |
| Education Sector Statutory Bodies (Curriculum Authority, Examination Boards) | Adherence to policies, regulatory frameworks, and standard-setting responsibilities |
| Non-Government Schools (Private/Religious Institutions) | Compliance with national education standards, teacher qualifications, and reporting requirements |
| Provincial Education Offices | Implementation of national education programs, policies, and proper use of resources |

| | |
|---|--|
| Education Sector Development Projects | Alignment with national priorities, effective use of resources, and progress toward project objectives |
| Teacher Training and Professional Development Providers | Quality, relevance, and certification of tea |

Corporate Services

The corporate services of the Ministry of Education and Training (MoET) in Vanuatu provide the essential administrative, financial, and operational support needed for the Ministry to function effectively. These services include:

- **Human Resource Management** – Recruitment, deployment, performance management, professional development, and staff welfare for Ministry personnel.
- **Finance and Accounting Services** – Budget preparation, financial management, accounting, reporting, and auditing compliance.
- **Procurement and Logistics** – Management of procurement processes, acquisition of goods and services, asset management, and supply chain oversight.
- **Information and Communication Technology (ICT) Services** – Management of IT infrastructure, data systems, digital platforms, and technical support for Ministry operations.
- **Administrative Support Services** – Office management, records management, correspondence, and coordination of internal processes.
- **Legal and Compliance Services** – Ensuring adherence to relevant laws, regulations, policies, and risk management procedures.
- **Planning, Monitoring, and Evaluation Support** – Supporting the development of corporate plans, performance reporting, and monitoring of sector initiatives.
- **Communication and Public Relations Services** – Dissemination of information, stakeholder engagement, and promotion of Ministry initiatives and programs.
- **Facilities and Asset Management** – Oversight of Ministry-owned buildings, transport, equipment, and general maintenance.

These corporate services form the backbone of the Ministry, enabling operational efficiency, accountability, and effective delivery of education services nationwide.

6. Environment or Context Scan

The environmental scan is conducted to identify internal strengths and weaknesses, as well as external opportunities and threats. Internal factors relate to the Ministry’s operational efficiency, institutional capacity, human and physical resources, and financial position. External factors refer to influences beyond the Ministry’s control, such as policy and regulatory changes, emerging trends, competing priorities, and the broader operating environment. This analysis enables Directorates to leverage strengths and opportunities to effectively implement programs, while also anticipating and addressing weaknesses and potential threats that may arise during implementation.

Table 2; SWOT Analysis

| Internal Factors | Strengths | Weaknesses |
|------------------------|---|--|
| Systems & Governance | <ul style="list-style-type: none"> ✓ Strong commitment to reform and results-based management ✓ Established coordination platforms (JSR, Joint Planning, LEG) ✓ Functional steering committees guiding reforms | <ul style="list-style-type: none"> ▪ Outdated institutional structures ▪ Misalignment between legislation, policy, and structure ▪ Incomplete decentralization with unclear roles and responsibilities |
| Human Resources | <ul style="list-style-type: none"> ✓ Qualified and experienced workforce | <ul style="list-style-type: none"> ▪ Weak performance management systems ▪ Staff burnout and high turnover risks ▪ Unclear impact of teacher and leadership training |
| Service Delivery | <ul style="list-style-type: none"> ✓ Ongoing curriculum reform ✓ Standardized school infrastructure designs | <ul style="list-style-type: none"> ▪ System inefficiencies (dropout, repetition, low learning outcomes) ▪ Education not compulsory affecting enrolment ▪ Weak textbook and materials distribution systems |
| Data & Systems | <ul style="list-style-type: none"> ✓ Operational Open VEMIS ✓ School finance and land data captured for planning | <ul style="list-style-type: none"> ▪ Limited capacity to fully utilize data for decision-making |
| Infrastructure | <ul style="list-style-type: none"> ✓ Focus on improved infrastructure standards | <ul style="list-style-type: none"> ▪ Aging and substandard school facilities (pre-1980 buildings) |
| Stakeholder Engagement | <ul style="list-style-type: none"> ✓ Existing coordination mechanisms | <ul style="list-style-type: none"> ▪ Weak consultation affecting stakeholder ownership and compliance |
| External Factors | Opportunities | Threats |
| Financing & Resources | <ul style="list-style-type: none"> ✓ High government budget allocation to MoET (20% in 2025; 21% in 2026) ✓ Strong donor financing aligned with government systems ✓ School Grants Program sustained | <ul style="list-style-type: none"> ▪ Economic constraints affecting funding sustainability |

| | | |
|---------------------------------|--|--|
| Partnerships & Collaboration | <ul style="list-style-type: none"> ✓ - Strong donor and partner relationships ✓ Good inter-ministerial collaboration | <ul style="list-style-type: none"> ▪ Limited government capacity to manage large donor programs effectively |
| Community & Culture | <ul style="list-style-type: none"> ✓ Strong community, church, and education authority support ✓ Integration of Christian values and local culture | <ul style="list-style-type: none"> ▪ Community disputes (land, governance) affecting schools |
| Human Capital Development | <ul style="list-style-type: none"> ✓ Availability of scholarships for capacity building | <ul style="list-style-type: none"> ▪ Competitive environment affecting teacher recruitment and retention |
| Technology & Innovation | <ul style="list-style-type: none"> ✓ Expanding ICT infrastructure and digital opportunities | <ul style="list-style-type: none"> ▪ Unreliable ICT connectivity in remote areas |
| Demographics & Environment | <ul style="list-style-type: none"> ✓ Opportunity to build resilient education systems | <ul style="list-style-type: none"> ▪ Rapid population growth increasing demand ▪ Climate change and natural disasters impacting schools |
| Governance & Policy Environment | <ul style="list-style-type: none"> ✓ Alignment with national development priorities | <ul style="list-style-type: none"> ▪ Political instability/interference ▪ Weak enforcement and non-compliance with Education Act ▪ Some governance bodies not operational |

7. Strategic Direction

The strategic direction of the Ministry of Education and Training (MoET) in Vanuatu is focused on strengthening an inclusive, equitable, and high-quality education system that supports national development and lifelong learning. The Ministry prioritizes improving student learning outcomes, enhancing teacher quality and professionalism, and ensuring equitable access to education across all provinces, including remote and vulnerable communities. It is committed to strengthening governance, accountability, and data-driven decision-making, while investing in resilient education systems that can withstand the impacts of climate change and natural disasters. Through strategic partnerships with stakeholders and development partners, the Ministry aims to modernize curriculum delivery, improve infrastructure, and align education and training with the skills needs of the country, ensuring that all learners are equipped to contribute meaningfully to the social and economic development of the nation.

Internal arrangements

The Ministry of Education and Training has three major objectives or goals:

- ❖ To increase equitable access opportunities for all children to attend schools,
- ❖ To improve the quality of education,
- ❖ To improve the management of the entire education system.

Aligned to the three goals, the strategy or the theory of change that undergirds the Results Framework outlined in this Corporate Plan include:

First, providing **access** is expected to contribute to improving the participation of ni-Vanuatu students in the education system. Unless students attend and participate in the education system the ultimate goals of building a competent, skilled, confident, and self-reliant population will not be met.

Second, ensuring **quality** teaching and learning in all educational institutions is critical to achieving the vision of Vanuatu's education system, which is to develop a literate, knowledgeable and productive citizenry.

Thirdly, the education system must be **managed** efficiently and effectively to achieve the access and quality outcomes that will eventually lead to the development of a competent and self-reliant ni-Vanuatu population. Table 2 captures the entire strategy – Pillar, overall outcome, intermediate outcome, output, and program

Three documents provide the strategic direction for the education sector: (i) National Sustainable Development Plan; (ii) the Vanuatu Education and Training Sector Strategy; and (iii) the United Nations Sustainable Development Goals (No.4) for education.

Government of Vanuatu Priority (NSDP)

The National Sustainable Development Plan (NSDP) represents the country's national vision, goals, and policy objectives. The NSDP is organized according to 3 pillars – Society, Environment and

Economy. 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 listed in Figure 1.

Figure 2: National Sustainable Development Plan Education Goals

| SOC 2.1 | SOC 2.2 | SOC 2.3 | SOC 2.4 |
|---|---|--|--|
| Ensure every child regardless of gender, location, education needs or circumstances has access to the education system. | Build trust in the education system through improved performance management systems, teacher training, and reliable delivery of quality services. | Formalize early childhood care and education and life-long learning opportunities in the education system. | Increase higher education opportunities in the education system, including technical and vocational training and skills. |

Source: Department of Strategic Policy, Planning and Aid Coordination. 2016 National Sustainable Development Plan 2016-2030. The People’s Plan

Vanuatu Education and Training Sector Strategy

The MoET commenced its planning process in 2018 with the completion of an Education and Training Sector Analysis. This analysis laid the foundation for the review and revision of existing policies and informed the structure and content of the current Vanuatu Education and Training Sector Strategy (VETSS 2021-2030). The VETSS provides the focus for all actions, energies and effort by the Ministry, our community, key government stakeholders, and development partners. The VETSS focus are on three broad areas or pillars namely access, quality, and management.³

United Nations Sustainable Development Goal

The pillars and related result areas, which are central themes of the VETSS 2019-30, are also aligned to the United Nations Sustainable Development Goal 4. Table 1 includes a list of relevant SDGs for the Vanuatu education sector.

Table 3: Relevant Sustainable Development Goals for the Education Sector

| Education 2030 Framework for Action | |
|-------------------------------------|--|
| 4.1 | Ensure girls and boys complete free, quality education leading to relevant/effective learning outcomes |
| 4.2 | Ensure girls and boys have access to quality early childhood development, care, and pre-school |
| 4.3 | Ensure equal access to affordable and quality technical, vocational, and tertiary education. |
| 4.4 | Substantially increase youth numbers with relevant skills, including technical and vocational skills. |
| 4.5 | Eliminate gender disparities and ensure equal access to all levels of education and vocational training. |
| 4.6 | Ensure all youth achieve literacy and numeracy |

³ These were introduced during the design of the Vanuatu Education Road Map (VERM) in 2009 and carried forward into the Interim VETSS (2017-18), and the Corporate Plan (2018-20), and (22-24). The 2022-24 Corporate Plan was based the VETSS, which was approved in 2021.

| | |
|-----|---|
| 4.7 | Ensure that all learners acquire the knowledge and skills needed to promote sustainable development |
|-----|---|

Source: Official List of SDG 4 Indicators. <[tcg.uis.unesco.org](https://tcg.uis.unesco.org/02/SDG4_indicator_list_2023_02_28) > 02 >
[SDG4 indicator list 2023 02 28](https://tcg.uis.unesco.org/02/SDG4_indicator_list_2023_02_28)>

Corporate Plan Strategies

Table 4: Corporate Plan Strategies

| MoET Pillar, Intermediate Outcomes, Outputs, and Programs | | | | |
|--|--|--|--|---------|
| Access Pillar: <ul style="list-style-type: none"> ❖ Improvement in Gross and Net enrolment rates. ❖ Increase in retention and completion rate. ❖ Decrease in the repetition rate. ❖ Increased enrolment of children with special needs. | | | | |
| Intermediate Outcomes | Outputs | Programs | Leading Executive(s) | |
| [SOC 2.1] 1. Increased and equitable access opportunities for children to attend schools. ⁴ | 1. School grant code is updated and implemented | 1. Support the review process of the school grant processes | FAD | |
| | | 2.Support the review of the school fee regulation (Education Regulation Order) | FAD/ESD | |
| | | 3. Support the implementation of the school financial manual | FAD | |
| | 2. School Registration policy revised and trialled | 3. Inclusive Education Policy reviewed and trialled | 4. Manage school/PSET registration processes | PPD |
| | | | 5. Updated School/PSET institution Maps | PPD |
| | 2. School infrastructure and associated assets meet relevant standards to support student access | 4. Training on school/ PSET Maintenance Manual conducted to all schools | 6. Teachers/Trainers are prepared | ESD/TED |
| 7. Monitor implementation of school/PSET institution maintenance manual | | | FAD | |
| 5. Asset Master Plan is costed | | 8. Support midterm expenditure framework for asset master plan | FAD | |
| | | 9. Strengthen asset management | FAD | |
| 6. Infrastructure standard trainings and <u>school mapping</u> conducted in all schools | | 10. Monitor implementation of infrastructure standards | FAD/PPU | |
| 7. WASH policy established | | 11. Monitor implementation of WASH policy | ESD/FAD | |
| 8. Inclusive Education Policy is reviewed and implemented | | 12. Infrastructure provided for children/learners with special needs | ESD/FAD | |

⁴ Intermediate outcome no.1 of the MoET corporate plan addresses the NSDP policy objectives SOC 2.1

| | | | |
|---|--|--|-------------|
| | 9. Planned, relevant and appropriate school infrastructure development | 13. Finalize and implement the National School Infrastructure Development Plan | FAD/PPD/ESD |
| | 10. Schools have access to technological infrastructure | 14. Support the establishment of internet connectivity for schools/PSET institutions | FAD |
| | | 15. Support the establishment of computer labs for schools and TVET/PSET institutions. | FAD |
| 3. Enhanced community engagement to support schools/PSET Institutions. | 11. Education Authority Compliance assessment done. | 16. Implement and monitor compliance checklist for Education Authorities | PPD |
| | 12. Effective implementation of school/PSET institution programs policy initiatives | 17. Support Safe school/PSET institution initiative | ESD |
| | | 18. Support Health Promoting School/PSET institution initiatives | ESD |
| | | 19. Support Inclusive Education initiatives | ESD |
| 4. Schools are prepared for natural disasters | 13. Comprehensive safety plan training conducted to all school/PSET institution principals | 20. Support is provided to schools/PSET institutions to develop comprehensive safety plan | ESD |
| | | 21. Support the implementation of comprehensive safety plan | ESD |
| | | 22. Monitor implementation of comprehensive safety plan | ESD |
| | 14. Digitize data collection tools | 23. Support data collection and mechanism to support disaster response | PPD |
| | 15. Recovery projects implemented | 24. Support the implementation of recovery activities for affected schools/institutions | FAD |
| [SOC 2.3] 5. Enhanced school preparation programs - ECCE&KG. ⁵ | 16. Roll-out of parent support program to all provinces | 25. Support the implementation of parent support programs | ESD |
| | 17. Early Childhood Development policy is reviewed and trialled | 26. Monitor the implementation of parent support programs | ESD |
| | | 27. Support the Implementation of Early Childhood Development policy | ESD |
| [SOC 2.3 & SOC 2.4] 6. Increased access to PSET institutions ⁶ | 18. PSET policy is reviewed and implemented | 28. Support the review and implementation of the PSET policy | TED |
| | 19. VNSDP policy is developed | 29. Support in the development of a VNSDP Policy and implementation plan to ensure all TVET Institutions can deliver quality education | TED |

⁵ Intermediate outcome no.5 of the MoET corporate plan addresses the NSDP policy objectives SOC 2.3

⁶ Intermediate outcome no.6 of the MoET corporate plan addresses the NSDP policy objectives SOC 2.3 & 2.4

| | | | |
|---|---|--|-----------------------------|
| | 20. Higher education policy is developed and implemented | 30. Support the development of a Higher Education Policy and implementation plan to ensure all Higher Education Institutions can deliver quality education | TED TED |
| | 21. Increase number of accredited courses and registered PSET providers | 31. Support the PSET institutions to develop courses that met VQA requirements | TED |
| | 22. Roll-out of VIT campus in provinces | 32. Support the registration process of PSET providers | TED |
| | | 33. Support the establishment of VIT campuses in provinces | TED |
| Quality Pillar: | | | |
| <ul style="list-style-type: none"> ❖ Improve student learning in schools and post-secondary institutions (VANSTA Results. Year 10, Year 12, and Year 13 Secondary exam results.) ❖ Ensuring students' and teachers consistently attend schools and post-secondary institutions ❖ Ensuring schools function according to schedule | | | |
| Intermediate Outcomes | Output | Programs | Leading Executive(s) |
| 7. Curriculum implemented across schools | 23. New curriculum implemented across school level (Kindergarten - Secondary) | 34. Support the development of the new curriculum | ESD |
| | | 35. Support teacher trainings on the new curriculum | ESD |
| | | 36. Support provided to resource schools with the necessary resources required to deliver the new curriculum | ESD |
| | | 37. Support the mentoring and monitoring of the new curriculum implementation | ESD |
| | 24. New course materials for TVET institutions are developed and implemented | 38. Support the development of the new course materials | TED |
| | | 39. Support Trainers training on new course materials | TED |
| | | 40. Support TVET Institutions with the necessary resources required to deliver the new course materials | TED |
| | | 41. Support the monitoring of the new course materials implementation | TED |
| 8. Teachers/Trainers and students/learners have sufficient instructional materials | 25. Instructional materials are accessible to teachers/trainers and students/learners | 42. Strengthen procurement and distribution systems to ensure timely delivery/replacement of instructional materials to schools/TVET institutions. | DGO/ESD/ TED |
| | | 43. Establish robust inventory mechanism for instructional material in schools/TVET institutions to determined teacher and student need in real time. | ESD/TED |
| | | 44. Support the establishment of adequate instructional material storage facilities in schools/TVET institutions | DGO/ESD |
| | | 45. Support national capacity to procure and print curriculum resources | DGO/ESD |

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| | | 46. Develop and support the standard platform for delivering e-learning in classrooms to <u>support learning continuity</u> . | FAD |
| | | 47. Develop and support a digital content for teachers professional learning. | |
| | | 48. Support the digitization of curricular resources/instructional materials | ESD |
| 9. Principals effectively manage schools | 26. All principals are qualified | 49. Support the establishment of policies and implementation frameworks for all areas associated with principals training and performance review. | TSC/ESD |
| | | 50. Support appropriate and targeted (especially administration and management) delivery of training/professional development for principals across schools and PSET institutions. | TSC/ESD |
| 10. Teachers/Trainers effectively teach the curriculum | 27. All teachers/trainers are certified and well prepared | 51. Support the completion of the teacher registration processes | TSC |
| | | 52. Support the establishment of policies and implementation frameworks for all areas associated with teacher training. | TSC/ESD/ TED |
| | | 53. Support appropriate and targeted delivery of training/professional development for teachers | TSC/ESD/ TED |
| | | 54. Support innovative ways to qualify trainers and educators to address this need, such as recognising prior learning or on-the-job training | TSC/ESD/ TED |
| | 28. All PSET recruited trainers qualified. | 55. Support the establishment of policies and implementation frameworks for all areas associated with PSET trainers' recruitment, placement, training, and performance review. | TED/VQA |
| | 29. Learners in PSET institutions monitored | 56. Monitor accessibility to scholarships/implementation of NHRDP | TED |
| | 30. Learners are ready to be taught | 57. Alternative provision to bridging courses | TED/ESD |
| Management Pillar: <ul style="list-style-type: none"> ❖ Managing the teacher and principal workforce. ❖ Improving governance, structure, and policy alignment. ❖ Prudent and effective financial management. ❖ Building the capacity of staff. | | | |

| ❖ Supporting governance and accountability across levels of government. | | | |
|--|---|---|----------------------|
| Intermediate Outcomes | Output | Programs | Leading Executive(s) |
| [SOC 2.2] 11. Implementing policies and procedures <u>teacher/trainers' management</u> ⁷ | 31. Teacher/trainer management policy and procedure developed. | 58. Support the updating and implementation of teacher/trainer recruitment policies and procedures. | TSC/ESD/ TED |
| | | 59. Support the establishment and implementation of policies and procedure for monitoring of teachers/trainers' performance. | TSC/ESD/ TED |
| | | 60. Support the updating and implementation of policies and procedures for teacher/trainer transfer and placement in schools. | TSC/ESD/ TED |
| [SOC 2.2] 12. Implementing policies and procedures in place for principal management | 32. Principal management policy and procedure developed. | 61. Support the establishment and implementation of policies and procedures for principal recruitment. | TSC |
| | | 62. Support the establishment and implementation of policies and procedures for the monitoring of principal performance. | TSC/ESD |
| 13. Prudent, <u>innovative</u> and sustainable financial management | 33. A financial management system is strengthened and maintained. | 63. Strengthen financial management and reporting systems. Support the upgrading of the finance module in Open VEMIS. | FAD |
| | 34. Proactive financial management ensuring accountability, transparency, and adherence to regulatory standards | 64. The implementation of regular audits and risk analyses of financial compliance. Regular review and reporting. Support the implementation of good financial management practices at all levels (central, province and school/PSET institution) | FAD/DGO |
| | 35. Procurement policy is implemented | 65. Support the implementation and monitoring of the procurement policy. | FAD/DGO |
| | 36. Financial literacy capacity building is provided | 66. Support financial management training for all levels (central, province and school/PSET institution) | FAD/ESD |
| [SOC 2.2] 14. MoET capacity building | 37. Human Resource Development database established. Capacity building strategy developed. | 67. Support the establishment of the MoET HRD database | PPD/DGO |
| | | 68. Support the development of MoET HRD Policy & Plan and support staff capacity building at all levels | PPD |
| [SOC 2.2] | 38. Legislation and Act is reviewed | 69. Implementation of legislations and Acts | PPD/DGO |

⁷ Intermediate outcome no.11 - 20 of the MoET corporate plan addresses the NSDP policy objectives SOC 2.2

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|---|--|---|------------------------------|
| 15. MoET Governance , functions and Policies updated and aligned | 39. MoET structure is updated and finalized | 70. Support the review and implementation of the updated MoET structure | PPD/ESD/ PSET/FAD/ DGO |
| | | 71. Strengthen project management processes | TED/FAD/ PPD |
| | 40. Aligning MoET Policies & Guidelines | 72. Support the review of policies & guidelines | PPD |
| | 41. Asset policy is reviewed and implemented | 73. Support the implementation and monitoring of the asset policy and Capital Works Development Plan | FAD |
| | | 74. Asset management is strengthened. | FAD |
| | 42. IT policy is reviewed and implemented | 75. Support the implementation and monitoring of the IT policy | FAD |
| | | 76. Support the development of the education management information system and school management system | FAD |
| | 43. Finance Policy is developed and implemented | 77. Support the implementation and monitoring of the MoET Finance Policy, MoET Finance Manual and Schools Financial Management Manual | FAD |
| 44. Develop National Skills development policy | 78. Support the development and implementation of the National Skills Development Policy | TED | |
| 45. Develop Scholarship Policy | 79. Support the development and implementation of the National Scholarship Policy | TED | |
| [SOC 2.2] 16. Provincial offices adequately staffed | 46. Provincial Office structure is implemented with job description | 80. Review implementation of MoET Structure at the provincial level and the provincial office structure. | DGO/ESD/ FAD |
| | 47. Provincial Management of schools/PSET institutions Strengthened | 81. Support Capacity building to provincial offices. | DGO/ESD/ FAD/PPD/ TED |
| [SOC 2.2] 17. MoET using data and information to guide management and resource decisions | 48. Open VEMIS management structure is approved | 82. Support the implementation and monitoring of the OV assessment recommendations (Maturity Model - Assessment) | PPD/FAD |
| | | 83. Support the implementation and monitoring of OV policy | PPD/FAD |
| | 49. PSET-MIS management policy is developed | 84. Support the development and implementation of PSET MIS Management Policy | TED/PPD |
| [SOC 2.2] 18. Evidence based decision-making | 50. Established baselines | 85. Support analysis of results by Directorates | PPD |
| | | 86. Dissemination of baselines to Directorates | PPD |

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|---|--|---|---|
| <p>[SOC 2.2] 19. Planning and support for regular, clear, and easy reporting</p> | 51. Improving Planning and Implementation at the MoET | 87. Support capacity building for planning, reflection, and timely reporting | PPD/ ESD/ TED/FAD/ DGO |
| | 52. Improving M&E at central and provincial level | 88. Support M&E guideline development and implementation | PPD/ ESD/ TED/FAD/ DGO |
| <p>[SOC 2.2] 20. Partners and stakeholders' coordination and collaboration.</p> | 53. Improve MoET partners and stakeholder Coordination | 89. Review and implement the Communication strategy and support the strengthening of MoET Partners and stakeholders' coordination | DGO/Minister/ PPD/TED/ FAD/ESD/ TSC/VQA |

Results Framework: Introduction and Definitions

Based on the PSC requirements, the recommendations of the Joint Sector Review and extended consultations with each Directorate, the Results Framework captures the overall and intermediate outcomes, outputs, and programs for the 3 pillars – access, quality, and management. (The PSC Glossary connected to Concepts in this Corporate Plan is included in Annex 1).

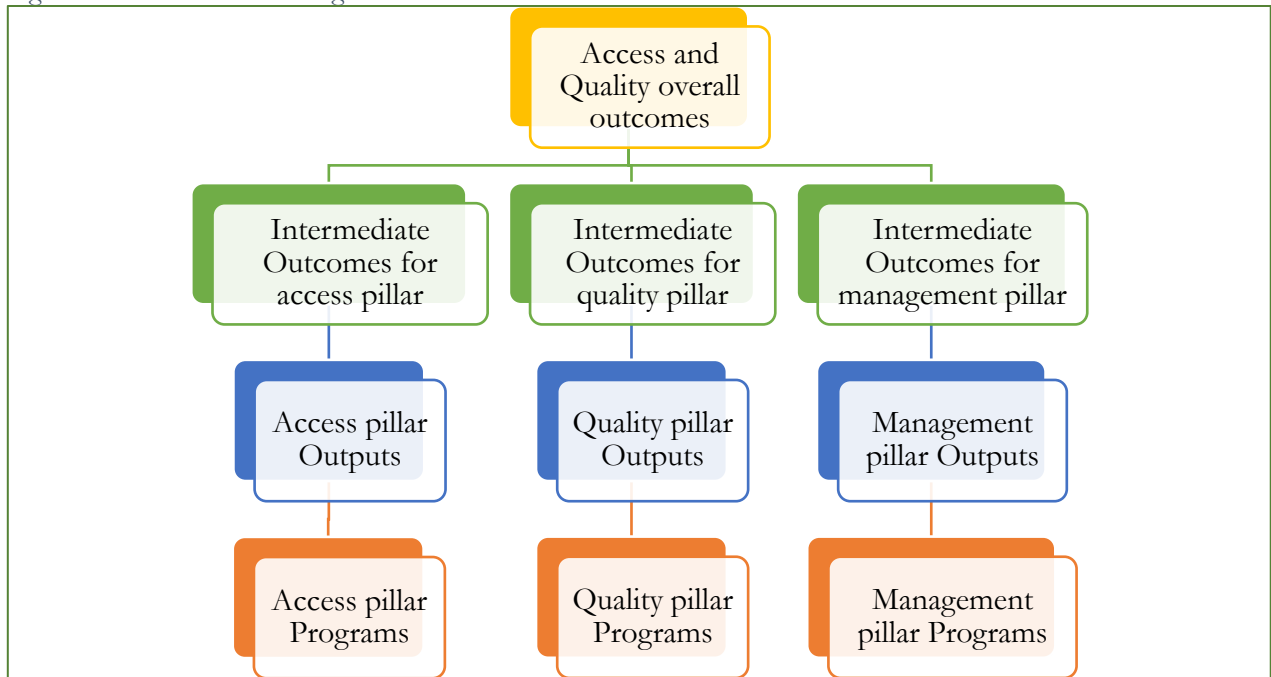
- The **overall outcomes** (included in the VETSS), represent what is to be achieved by the work of the entire Ministry. Overall outcomes are applicable only for the access and quality pillars. It is expected that Pillar 3 (management) will contribute substantially to achieving overall outcomes in access and quality.
- The **intermediate outcomes** are outlined for all 3 pillars and are expected to ensure progress toward the overall outcomes. Though the PSC guidelines do not require intermediate outcomes, these outcomes are critical to achieving overall outcomes in the education sector. Intermediate outcomes also represent the work of the relevant Directorates put together. In other words, it is not expected that each Directorate or Leading Executive independently will be able to achieve any of the intermediate outcomes, but Directorates together will achieve the listed intermediate outcomes.
- The **outputs** are what is to be achieved with the implementation of a specific program.⁸ Outputs represent what each specific program will be accountable for or complete or achieve at the end of this Corporate Plan period. The output level by itself cannot lead directly to an outcome in the education sector due to the length and content of teaching and learning that must take place to achieve overall outcomes. Directorates are fully responsible for achieving the outputs to programs.
- **Programs** are what will be implemented by Directorates to achieve outputs, which will then contribute to achieving intermediate outcomes. Key activities that will provide more detail to each program are critical. However, this level of detail (i.e. key activities) will be internal to each Directorate or Leading Executive and are not included in the Corporate Plan.

In the results framework outlined, the Plan specifies what are the most important Directorate or Leading Executive's programs that are to be undertaken. The results framework is a tool that will be used to describe the work (programs and outputs) of each Directorate or Leading Executive and track progress in implementation and finally, achieve the desired outcomes. Additionally, MoET will use the Corporate Plan and the annual Business Plan to ensure adequate funding is secured to implement the program and deliver the outputs or service targets that are identified in the MoET Business Plan.

The PPD will take the lead in establishing baselines for the overall and intermediate outcome indicators listed in this Corporate Plan. The PPD will also be responsible for reporting progress in improving outcomes.

⁸ In the Business Plan, outputs are referred to as service targets.

Figure 3: Results Framework Logic



Results Framework: Overall outcomes

This section includes a list of overall outcomes for the access and quality pillars. These outcomes remain the same until the end of the VETSS, which is 2030. As mentioned above all the intermediate outcomes together contribute to the overall outcomes for the education sector.

Establishing baselines for each of the overall outcome indicators included will be a critical task. The quality of data generated by the Education Monitoring Information System (VEMIS) and the assessment/examination system will have implications for the comprehensiveness and relevance of established baselines.

Due to the limited experience with analysing and making connections between implementation and outcomes, the Corporate Plan does not include specific targets for each outcome indicator. When there is more understanding and experience in this area, the Corporate Plan will be updated with specific and realistic targets for each of the indicators listed below. In other words, once the baselines are documented and accepted, and the Ministry and provinces review implementation, the Corporate Plan will be updated with estimated targets for each indicator. Notwithstanding, in the meantime any progress in overall and intermediate outcomes will be closely monitored.

Access

The overall outcome for the access pillar shows on the one hand, the impact of service delivery and on the other hand, community demand and commitment to education. Overall outcomes for access include

- ❖ To increase equitable student enrolment in schools and post-secondary institutions
- ❖ To ensure students complete their course of study in schools and post-secondary institutions

Table 4 includes a detailed list of overall outcomes and indicators for the access pillar.

Table 5: Access pillar: Overall outcomes with indicators

| ACCESS PILLAR: OVERALL OUTCOMES | | |
|---------------------------------|--|--|
| | Outcome | Indicator |
| 1 | Increased Gross enrolment rate | Disaggregated by year, gender, school type, province |
| 2 | Decrease in the repetition rate | Disaggregated by year, gender, school type, province |
| 3 | Increased enrolment of children with special needs | Disaggregated by year, gender, school type, province |
| 4 | Increase in retention rate | Disaggregated by year, gender, school type, province |
| 5 | Increase in completion rate | Disaggregated by year, gender, school type, province |
| 6 | Increase in Net Enrolment rate | Disaggregated by year, gender, school type, province |
| 7 | Increase in adjusted Net Enrolment rate | Disaggregated by year, gender, school type, province |
| 8 | Increase in total Net enrolment rate | Disaggregated by year, gender, school type, province |

Quality

The overall outcome for the quality pillar shows the impact of teaching and learning and the effective functioning of educational institutions. Overall outcomes for quality include

- ❖ Improving student learning in schools and post-secondary institutions
- ❖ Ensuring students' and teachers consistently attend schools and post-secondary institutions (the assumption is that if teaching and learning takes place consistently in well-functioning schools, students will learn).

Table 5 includes a detailed list of overall outcomes and related indicators for the quality pillar.

Table 6: *Quality Pillar: Overall outcomes with indicators*

| QUALITY PILLAR: OVERALL OUTCOMES | | |
|---|---|--|
| | Outcome | Indicator |
| 1 | VANSTA results show improvement | Disaggregated 4 levels of learning – critical, approaching, meeting, exceeding |
| 2 | Year 10, Year 12, and Year 13 Secondary exam results show improvement | <ul style="list-style-type: none"> ▪ Proportion students that appeared for the exam. ▪ Results disaggregated for mathematics, language, and science. ▪ Proportion of students in the 25th percentile and 75th percentile. |
| 3 | Consistent teacher and student attendance | Teacher and student attendance by level and province (sample based) |
| 4 | Consistent schools functioning | School functioning days by level and province (sample based) |
| 5 | Post-secondary results | <ul style="list-style-type: none"> ▪ Number of successful students per program in university ▪ Number of students achieving competency per program in TVET ▪ Employment of post-secondary school graduates |

Results Framework: Intermediate Outcomes

The intermediate outcomes are organized according to the access, quality, and management pillars (Table 5). The indicator or group of indicators for each intermediate outcome is listed in addition to the responsible Directorate/s. There are 20 intermediate outcomes for this Plan period.

The access pillar includes 6 intermediate outcomes, which focus on the provision of educational institutions. Three NSDP (SOC 2.1 SOC 2.3, SOC 2.4) outcomes are included in the access pillar. The assumption is that if there are sufficient schools and PSET institutions, students will be encouraged to participate and enhance their knowledge and skills. Accordingly, infrastructure provision and maintenance, disaster mitigation and community support for sustained student participation in the educational system are included as intermediate outcomes for this pillar.

The quality pillar includes 4 intermediate outcomes. These 4 quality outcomes are critical as they emphasize the areas critical to achieving learning, which is an end goal of any educational system. These outcomes are dependent on access and management outcomes. For example, the quality intermediate outcomes depend on the one hand, on consistent student participation in teaching and learning, and on the other hand, improved system management (effective functioning of Directorates and provincial education offices).

The management pillar includes 10 intermediate outcomes. The outcomes together lift-up the critical NSDP goal – SOC 2.2: Build trust in the education system through improved performance management systems, teacher training and reliable delivery of quality services. Management outcomes include on the one hand, policy development and policy implementation across Directorates and on the other hand, ensuring teacher and principal performance across institutions.

Table 7: *Access, Quality and Management pillars: Intermediate outcomes with indicators*

| Intermediate outcome | Indicator | Directorate |
|--|---|-----------------|
| Access Pillar | | |
| SOC 2.1 1. Increased and equitable access opportunities for children to attend schools | Increase in the number of schools in each school type | Ed Auth/ FAD |
| 2. School infrastructure and associated assets meet relevant standards to support student access | Percentage of schools meeting minimum school infrastructure and asset standard. | FAD |
| | Percentage of schools achieving WinS 3-star rating. | FAD |
| 3. Enhanced community engagement to support schools. | Percentage of schools with an approved strategic plan | ESD |
| 4. Schools prepared for natural disaster | Percentage of schools with a comprehensive safety plan. | FAD |
| | Percentage of schools conducting drills | ESD |
| SOC 2.3 5. Enhanced school preparation programs - ECCE&KG. | Transition rate from kindergarten to Year 1 | ESD |
| | Increase in parent support programs | ESD |
| SOC 2.3 & SOC 2.4 | Increased enrolment in PSET | PSET |

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|--|--|---------|
| 6. Increased access to PSET institutions | Increase in the number PSET accredited courses | PSET |
| Quality Pillar | | |
| 7. Curriculum implemented across schools | Percentage of teachers trained in the new curriculum | ESD |
| | Percentage of teachers implementing the new curriculum | ESD |
| 8. Teachers and students have sufficient instructional materials | Percentage of classrooms with sufficient instructional materials | FAD/ESD |
| | Percentage of students with sufficient stationery | FAD/ESD |
| | Percentage of teachers with teacher guides. | FAD/ESD |
| 9. Principal effectively manage the school | Percentage of principals receiving training - induction/other areas. | ESD |
| | Percentage of principals implementing effective management practices | ESD |
| 10. Teachers effectively teach the curriculum | Percentage teachers with qualification upgraded, certified and licensed. | ESD/TSC |
| | Percentage of teachers with adequate subject content knowledge | ESD/TSC |
| | Percentage teachers monitoring student learning | ESD/TSC |
| | Percentage PSET trainers qualified | PSET |
| Management Pillar | | |
| SOC 2.2 11. Implementing policies and procedures for teacher management | Recruitment, and placement policy updated, trialed and implemented | TSC |
| | Teacher performance system with clear job descriptions developed and trialed. | TSC |
| | Deployment and transfer policy updated and trialed. | TSC |
| SOC 2.2 12. Implementing policies and procedures for principal management | Selection policy developed and trialed | TSC |
| | Principal performance system with clear job descriptions developed and trialed | TSC |
| SOC 2.2 13. Prudent and sustainable financial management | Timely analysis and reporting of budget and expenditure to each department and DGO | FAD |
| | Regular audit and risk analysis on financial compliance | FAD/DGO |
| | Procurement policy and implementation to improve availability of instructional materials | FAD/DGO |
| | Capacity building for financial literacy at the provincial and school levels | FAD/ESD |
| SOC 2.2 14. MoET capacity building | Review of staff capacity | PPD/DGO |
| | Staff capacity building activities | PPD |
| SOC 2.2 | Completing the review of the Legislations and Acts. | PPD/DGO |

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|---|--|-------------|
| 15. MoET Governance and functions updated and aligned | Revise organizational structure based on revised Acts and Regulations | PPD/DGO |
| | Necessary policies and procedures defined to assist in implementation | PPD/DGO |
| | Revising education data management to assist in better understanding of the status of education | PPD |
| SOC 2.2 16. Provincial offices adequately staffed and effective | School Improvement officer and Primary and Secondary compliance officers available for each province | DGO/ESD |
| | Implementing effective provincial administration and management | DGO/ESD |
| SOC 2.2 17. MoET using data and information to guide management and resource decisions | Modernized platform for an integrated OpenVEMIS established (Data migration without discrepancies. Ensure user friendliness) | PPD/FAD |
| | Revised OVEMIS policy document | PPD/FAD |
| | Strengthening process of data collection from schools with adequate checks and verification | PPD/FAD/ESD |
| | Strengthen analysis and reporting of data | PPD/FAD/ESD |
| SOC 2.2 18. Evidence based decision-making | Supporting research for better decision-making | DGO |
| | Ensuring research builds on knowledge and avoids duplication | DGO/PPD |
| | Evidence generation captures critical dimensions and addresses policy challenges exposed by OVEMIS data. | DGO/PPD |
| SOC 2.2 19. Planning and support for clear and easy reporting | Timely quarterly and annual reporting | PPD |
| | Training on alignment with plans and reporting | PPD |
| SOC 2.2 20. Partners and stakeholder coordination and collaboration | Regular LEG meeting | DGO |
| | Sustain and improve existing mechanisms of transparency, knowledge building and sector strengthening. | DGO |

Results Framework: Outputs and Programs

This section outlines planned outputs and programs that will contribute to achieving intermediate outcomes and eventually overall outcomes. The Directorates implementing the relevant activity will be responsible for developing indicators and targets for each output (referred to as service targets in the annual Business Plan). The Directorate will also be responsible for monitoring implementation and the outputs or service targets achieved discussed in more detail in Annex 2.

Outputs and Programs for Access

Access programs deal with the provision and financing of schools and PSET institutions and the maintenance of infrastructure standards. In addition, the programs address the role of the community, disaster mitigation in schools and early childhood education. The Directorates directly responsible for 22 outputs that contribute to 6 intermediate outcomes for the access pillar include PPD, FAD, ESD, and PSET (Table 7).

Table 8: Access Pillar: Outputs and Programs

| Outputs | Programs | Directorate |
|---|--|---------------|
| 1. Increased and equitable access opportunities for children to attend schools | | |
| 1. School grant code is updated and implemented | 1. Support the review process of the school grant processes | FAD |
| | 2. Support the review of the school fee regulation (Education Regulation Order) | FAD/ESD |
| | 3. Support the implementation of the school financial manual | FAD |
| 2. School Registration policy revised and trialled | 4. Manage school/PSET registration processes | PPD |
| | 5. Updated School/PSET institution Maps | PPD |
| 3. Inclusive Education Policy reviewed and trialled | 6. Teachers/Trainers are prepared | ESD/TED |
| 2. School infrastructure and associated assets meet relevant standards to support student access | | |
| 4. Training on school/ PSET Maintenance Manual conducted to all schools | 7. Monitor implementation of school/PSET institution maintenance manual | FAD |
| 5. Asset Master Plan is costed | 8. Support midterm expenditure framework for asset master plan | FAD |
| | 9. Strengthen asset management | FAD |
| 6. Infrastructure standard trainings conducted in all schools | 10. Monitor implementation of infrastructure standards | FAD/PPU |
| 7. WASH policy established | 11. Monitor implementation of WASH policy | ESD/FAD |
| 8. Inclusive Education Policy is reviewed and implemented | 12. Infrastructure provided for children/learners with special needs | ESD/FAD |
| 9. Planned, relevant and appropriate school infrastructure development | 13. Finalize and implement the National School Infrastructure Development Plan | FAD/PPD / ESD |
| 10. Schools have access to technological infrastructure | 14. Support the establishment of internet connectivity for schools/PSET institutions | FAD |
| | 15. Support the establishment of computer labs for schools and TVET/PSET institutions. | FAD |

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|--|--|------------|
| 3. Enhanced community engagement to support schools/PSET Institutions. | | |
| 11. Education Authority Compliance assessment done. | 16. Implement and monitor compliance checklist for Education Authorities | PPD |
| 12. Effective implementation of school/PSET institution programs policy initiatives | 17. Support Safe school/PSET institution initiative | ESD |
| | 18. Support Health Promoting School/PSET institution initiatives | ESD |
| | 19. Support Inclusive Education initiatives | ESD |
| 4. Schools are prepared for natural disasters | | |
| 13. Comprehensive safety plan training conducted to all school/PSET institution principals | 20. Support is provided to schools/PSET institutions to develop comprehensive safety plan | ESD |
| | 21. Support the implementation of comprehensive safety plan | ESD |
| | 22. Monitor implementation of comprehensive safety plan | ESD |
| 14. Digitize data collection tools | 23. Support data collection and mechanism to support disaster response | PPD |
| 15. Recovery projects implemented | 24. Support the implementation of recovery activities for affected schools/institutions | FAD |
| 5. Enhanced school preparation programs - ECCE&KG. | | |
| 16. Roll-out of parent support program to all provinces | 25. Support the implementation of parent support programs | ESD |
| | 26. Monitor the implementation of parent support programs | ESD |
| 17. Early Childhood Development policy is reviewed and trialled | 27. Support the Implementation of Early Childhood Development policy | ESD |
| 6. Increased access to PSET institutions | | |
| 18. PSET policy is reviewed and implemented | 28. Support the review and implementation of the PSET policy | TED |
| 19. VNSDP policy is developed | 29. Support in the development of a VNSDP Policy and implementation plan to ensure all TVET Institutions can deliver quality education | TED |
| 20. Higher education policy is developed and implemented | 30. Support the development of a Higher Education Policy and implementation plan to ensure all Higher Education Institutions can deliver quality education | TED TED |
| 21. Increase number of accredited courses and registered PSET providers | 31. Support the PSET institutions to develop courses that met VQA requirements | TED |
| | 32. Support the registration process of PSET providers | TED |
| 22. Roll-out of VIT campus in provinces | 33. Support the establishment of VIT campuses in provinces | TED |

Outputs and Program for Quality

The programs and outputs to achieve outcomes in the quality pillar include critical task of effectively developing and teaching the curriculum. For teachers to do this, formal qualifications, subject content knowledge and materials in the classroom are necessary. Programs also focus on principals effectively supporting the function of schools and PSET institutions. The Directorates accountable for 8 outputs that contribute to 4 intermediate outcomes in the quality pillar include ESD, TSC, DGO, and PSET (Table 8).

Table 9: *Quality Pillar: Outputs and Programs*

| Output | Programs | Directorate |
|---|--|---------------|
| 7. Curriculum implemented across schools | | |
| 23. New curriculum implemented across school level (Kindergarten - Secondary) | 34. Support the development of the new curriculum | ESD |
| | 35. Support teacher trainings on the new curriculum | ESD |
| | 36. Support provided to resource schools with the necessary resources required to deliver the new curriculum | ESD |
| | 37. Support the mentoring and monitoring of the new curriculum implementation | ESD |
| 24. New course materials for TVET institutions are developed and implemented | 38. Support the development of the new course materials | TED |
| | 39. Support Trainers training on new course materials | TED |
| | 40. Support TVET Institutions with the necessary resources required to deliver the new course materials | TED |
| | 41. Support the monitoring of the new course materials implementation | TED |
| 8. Teachers/Trainers and students/learners have sufficient instructional materials | | |
| 25. Instructional materials are accessible to teachers/trainers and students/learners | 42. Strengthen procurement and distribution systems to ensure timely delivery/replacement of instructional materials to schools/TVET institutions. | DGO/ESD / TED |
| | 43. Establish robust inventory mechanism for instructional material in schools/TVET institutions to determined teacher and student need in real time. | ESD/TED |
| | 44. Support the establishment of adequate instructional material storage facilities in schools/TVET institutions | DGO/ESD |
| | 45. Support national capacity to procure and print curriculum resources | DGO/ESD |
| | 46. Develop and support the standard platform for delivering e-learning in classrooms. | FAD |
| | 47. Develop and support a digital content for teachers professional learning. | FAD |
| | 48. Support the digitization of curricular resources/instructional materials | ESD |
| 9. Principals effectively manage schools | | |
| 26. All principals are qualified | 49. Support the establishment of policies and implementation frameworks for all areas associated with principals training and performance review. | TSC/ESD |
| | 50. Support appropriate and targeted (especially administration and management) delivery of training/professional development for principals across schools and PSET institutions. | TSC/ESD |
| 10. Teachers/Trainers effectively teach the curriculum | | |
| 27. All teachers/trainers are certified and well prepared | 51. Support the completion of the teacher registration processes | TSC |
| | 52. Support the establishment of policies and implementation frameworks for all areas associated with teacher training. | TSC/ESD/ TED |
| | 53. Support appropriate and targeted delivery of training/professional development for teachers | TSC/ESD/ TED |

| | | |
|---|--|-----------------|
| | 54. Support innovative ways to qualify trainers and educators to address this need, such as recognising prior learning or on-the-job training | TSC/ESD/ TED |
| 28. All PSET recruited trainers qualified. | 55. Support the establishment of policies and implementation frameworks for all areas associated with PSET trainers' recruitment, placement, training, and performance review. | TED/VQA |
| 29. Learners in PSET institutions monitored | 56. Monitor accessibility to scholarships/implementation of NHRDP | TED |
| 30. Learners are ready to be taught | 57. Alternative provision to bridging courses | TED/ESD |

Outputs and Programs for Management

The management pillar has the most of outputs and programs, 24 outputs and 32 programs, respectively. The programs focus on managing the teacher and principal workforce, prudent and effective financial management, building the capacity of staff, and supporting governance and accountability across levels of government. All the key Directorates (PPD, FAD, TSC, ESD, PSET, and DGO) are involved with implementing programs (Table 9).

Table 10: Management Pillar: Outputs and Programs

| Output | Programs | Directorate |
|---|---|-----------------|
| 11. Implementing policies and procedures teacher/trainers' management | | |
| 31. Teacher/trainer management policy and procedure developed. | 58. Support the updating and implementation of teacher/trainer recruitment policies and procedures. | TSC/ESD/ TED |
| | 59. Support the establishment and implementation of policies and procedure for monitoring of teachers/trainers' performance. | TSC/ESD/ TED |
| | 60. Support the updating and implementation of policies and procedures for teacher/trainer transfer and placement in schools. | TSC/ESD/ TED |
| 12. Implementing policies and procedures in place for principal management | | |
| 32. Principal management policy and procedure developed. | 61. Support the establishment and implementation of policies and procedures for principal recruitment. | TSC |
| | 62. Support the establishment and implementation of policies and procedures for the monitoring of principal performance. | TSC/ESD |
| 13. Prudent and sustainable financial management | | |
| 33. A financial management system is strengthened and maintained. | 63. Strengthen financial management and reporting systems. Support the upgrading of the finance module in Open VEMIS. | FAD |
| 34. Proactive financial management ensuring accountability, transparency, and adherence to regulatory standards | 64. The implementation of regular audits and risk analyses of financial compliance. Regular review and reporting. Support the implementation of good financial management practices at all levels (central, province and school/PSET institution) | FAD/DG O |
| 35. Procurement policy is implemented | 65. Support the implementation and monitoring of the procurement policy. | FAD/DG O |

| | | |
|--|---|-------------------------|
| 36. Financial literacy capacity building is provided | 66. Support financial management training for all levels (central, province and school/PSET institution) | FAD/ESD |
| 14. MoET capacity building | | |
| 37. Human Resource Development database established. Capacity building strategy developed. | 67. Support the establishment of the MoET HRD database | PPD/DGO |
| | 68. Support the development of MoET HRD Policy & Plan and support staff capacity building at all levels | PPD |
| 15. MoET Governance, functions and Policies updated and aligned | | |
| 38. Legislation and Act is reviewed | 69. Implementation of legislations and Acts | PPD/DGO |
| 39. MoET structure is updated and finalized | 70. Support the review and implementation of the updated MoET structure | PPD/ESD/PSET/FA D/ DGO |
| | 71. Strengthen project management processes | TED/FAD / PPD |
| 40. Aligning MoET Policies & Guidelines | 72. Support the review of policies & guidelines | PPD |
| 41. Asset policy is reviewed and implemented | 73. Support the implementation and monitoring of the asset policy and Capital Works Development Plan | FAD |
| | 74. Asset management is strengthened. | FAD |
| 42. IT policy is reviewed and implemented | 75. Support the implementation and monitoring of the IT policy | FAD |
| | 76. Support the development of the education management information system and school management system | FAD |
| 43. Finance Policy is developed and implemented | 77. Support the implementation and monitoring of the MoET Finance Policy, MoET Finance Manual and Schools Financial Management Manual | FAD |
| 44. Develop National Skills development policy | 78. Support the development and implementation of the National Skills Development Policy | TED |
| 45. Develop Scholarship Policy | 79. Support the development and implementation of the National Scholarship Policy | TED |
| 16. Provincial offices adequately staffed | | |
| 46. Provincial Office structure is implemented with job description | 80. Review implementation of MoET Structure at the provincial level and the provincial office structure. | DGO/ESD / FAD |
| 47. Provincial Management of schools/PSET institutions Strengthened | 81. Support Capacity building to provincial offices. | DGO/ESD / FAD/PPD / TED |
| 17. MoET using data and information to guide management and resource decisions | | |
| 48. Open VEMIS management structure is approved | 82. Support the implementation and monitoring of the OV assessment recommendations (Maturity Model - Assessment) | PPD/FAD |

| | | |
|---|---|--|
| | 83. Support the implementation and monitoring of OV policy | PPD/FAD |
| 49. PSET-MIS management policy is developed | 84. Support the development and implementation of PSET MIS Management Policy | TED/PPD |
| 18. Evidence based decision-making | | |
| 50. Established baselines | 85. Support analysis of results by Directorates | PPD |
| | 86. Dissemination of baselines to Directorates | PPD |
| 19. Planning and support for regular, clear, and easy reporting | | |
| 51. Improving Planning and Implementation at the MoET | 87. Support capacity building for planning, reflection, and timely reporting | PPD/ ESD/ TED/FAD / DGO |
| 52. Improving M&E at central and provincial level | 88. Support M&E guideline development and implementation | PPD/ ESD/ TED/FAD / DGO |
| 20. Partners and stakeholders' coordination and collaboration | | |
| 53. Improve MoET partners and stakeholder Coordination | 89. Review and implement the Communication strategy and support the strengthening of MoET Partners and stakeholders' coordination | Minister/D GO/ PPD/TED / FAD/ ESD/ TSC/ VQA |

8. Human Resource

The Ministry of Education and Training (MoET) recognizes that effective implementation of the Corporate Plan requires alignment between organisational structure, human resources, and the strategic priorities set forth. The current organisational structure provides a strong foundation for service delivery; however, certain emerging strategies may require additional flexibility and coordination across divisions.

Job descriptions for officers broadly capture their roles, yet some positions may need updating to reflect new responsibilities under evolving sector priorities. While the Ministry employs a mix of officers capable of undertaking core functions, there are gaps in specialized skills such as data analytics, digital education technologies, and project management that are critical for implementing innovative programs and monitoring outcomes.

Recruitment of new staff or transfers from within the Ministry or the wider public service is possible to address these gaps, subject to budgetary and policy constraints. Additionally, training and development options including on-the-job training, mentoring, workshops, and formal courses will build the required capacity among current staff. The selection of skills development methods should balance immediacy, cost-effectiveness, and relevance, with some programs available across the public service, while others will need to be Ministry-specific.

Finally, the Ministry will review departmental structures to ensure stronger coordination, efficiency, and cost-effectiveness in achieving Corporate Plan targets. Where necessary, restructuring may be undertaken to better align functions with strategic objectives, to optimize resource use, and enhance service delivery across all education programs.

Human Resource management

Table 11: Staffing Status

| Staffing | Total |
|---------------------------------------|-------|
| Total Staff in PSC approved Structure | 278 |
| Permanent | 196 |
| Probation | 11 |
| Contract | 11 |
| Daily Rated | 0 |
| Vacant | 60 |
| Project Staff | 25 |
| Total Staff in Acting Positions | 5 |

Retirement

Table 12: Staff retiring in 2026.

| Retirement | Total |
|--|--------------|
| Severance to be Paid during the Year (Only one staff will be retired in 2026) | VUV4,704,344 |
| Accrued Leave estimated for retiring staff | VUV825,744 |

Priority Vacant Post in OPSC to be Advertised

Table 13: Priority Positions to be advertised

| Position Title | CC | Position No | Salary Scale | Salary | Allowances | VNPF | Total |
|---|------|-------------|--------------|-----------|------------|---------|-----------|
| Curriculum Coordinator | 53AC | 5400333 | PO 6.3 | 2,042,700 | 408,032 | 83,628 | 2,534,360 |
| Numeracy Coordinator | 53AC | 54003344 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |
| Literacy Coordinator | 53AC | 54003346 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |
| Literacy Officer | 53AC | 54003347 | PS 5.4 | 1,694,700 | 408,032 | 69,708 | 2,172,440 |
| Desktop Publisher | 53AC | 54003442 | PS 5.1 | 1,513,100 | 391,961 | 62,444 | 1,967,505 |
| Executive Secretary | 53AD | 54003020 | PS 4.3 | 1,291,200 | 384,032 | 52,608 | 1,727,840 |
| Senior Secondary School Examination Office | 53AD | 54003355 | PS 7.1 | 2,202,300 | 384,032 | 89,052 | 2,675,384 |
| Senior Secondary School Examination Office | 53AD | 54003356 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |
| Senior Secondary School Examination Office | 53AD | 54003357 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |
| Junior Secondary School Examination Office | 53AD | 54003359 | PO 6.3 | 2,042,700 | 384,032 | 82,668 | 2,509,400 |
| School Improvement Officer | 53AE | 54003322 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |
| Primary Education Officer | 53AG | 54003309 | PS 5.1 | 1,513,100 | 406,043 | 62,444 | 1,981,587 |
| TVET Coordinator | 53AI | 54003315 | PO 6.3 | 2,042,700 | 384,032 | 82,668 | 2,509,400 |
| Provincial Maintenance Officer | 53CA | 54003386 | PS 4.1 | 1,195,500 | 377,189 | 48,780 | 1,621,469 |
| Provincial Pre-School Coordinator | 53CC | 54003405 | PS 5.6 | 1,815,700 | 372,310 | 73,588 | 2,261,598 |
| Senior Provincial Advisor | 53CC | 54003429 | PS 5.1 | 1,513,100 | 384,032 | 61,484 | 1,958,616 |
| Provincial Primary Advisor | 53CC | 54003435 | PS 5.1 | 1,513,100 | 384,032 | 61,484 | 1,958,616 |
| Deputy PEO | 53CD | 54003381 | PS 6.1 | 1,906,500 | 370,652 | 77,220 | 2,354,372 |
| Provincial Primary Advisor | 53CE | 54003436 | PS 5.1 | 1,513,100 | 370,652 | 61,484 | 1,945,236 |
| Provincial Secondary Advisor | 53CE | 5403441 | PS 5.1 | 1,513,100 | 384,032 | 61,484 | 1,958,616 |
| Secretary / Typist | 53CF | 54003420 | PS 4.1 | 1,195,500 | 397,755 | 49,740 | 1,642,995 |
| Manager Procurement Officer | 54AF | 54003027 | PSS6.8 | 3,035,000 | 406,036 | 123,320 | 3,564,356 |
| Industrial Relation Officer | 55AA | 54003021 | PS 6.1 | 1,906,500 | 499,002 | 81,819 | 2,487,321 |
| Primary Education Officer | 55AA | 54003309 | PS 6.1 | 1,906,500 | 499,002 | 81,819 | 2,487,321 |
| Director - Division of Administration and Finance | 82AA | 54003200 | DIR 2.1 | 4,682,900 | 768,000 | 189,236 | 5,640,136 |
| Architect 1 | 82AC | 54003221 | PO 6.3 | 2,042,700 | 372,682 | 82,668 | 2,498,050 |
| Architect 2 | 82AC | 54003222 | PO 6.3 | 2,042,700 | 384,032 | 82,668 | 2,509,400 |
| Asset & Executive Officer | 82AC | 54003318 | PS 4.5 | 1,386,800 | 384,032 | 56,432 | 1,827,264 |
| Programmer / IT Analyst | 82AD | 54003227 | PS 6.4 | 2,106,500 | 379,073 | 85,220 | 2,570,793 |
| Application Support Officer - Back End | 82AD | 54003229 | PS 6.2 | 1,974,600 | 408,032 | 80,904 | 2,463,536 |
| Manager Research Officer | 83AD | 54003113 | PSS6.8 | 3,035,000 | 383,056 | 122,360 | 3,540,416 |
| Scholarship Finance Officer | 88AB | 54003532 | PS 6.1 | 1,906,500 | 384,032 | 77,220 | 2,367,752 |
| Senior Trainer Provider Support Officer | 88AC | 54003504 | PS 6.4 | 2,106,500 | 377,063 | 85,220 | 2,568,783 |
| Executive Secretary | 88AD | 54003528 | PS 4.2 | 1,243,400 | 406,989 | 51,656 | 1,702,045 |

| | | | | | | | |
|--|------|----------|--------|-----------|---------|---------|-----------|
| Manager Higher Education | 88AD | 54003529 | PSS6.8 | 3,035,000 | 408,032 | 123,320 | 3,566,352 |
| Teaching & Learning Materials Officer | 88AE | 54003506 | PS 6.1 | 1,906,500 | 384,032 | 77,220 | 2,367,752 |
| Snr. Provincial Service Delivery Officer | 88AE | 54003507 | PS 6.1 | 1,906,500 | 381,033 | 77,220 | 2,364,753 |
| Centre Manager - Torba | 88HA | 54003515 | PS 6.4 | 2,106,500 | 408,032 | 86,180 | 2,600,712 |
| Centre Manager - Sanma | 88HB | 54003510 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |
| Centre Manager Penama | 88HC | 54003511 | PS 6.4 | 2,106,500 | 408,032 | 86,180 | 2,600,712 |
| Provincial Training Coordinator | 88HC | 54003517 | PS 6.2 | 1,974,600 | 408,032 | 80,904 | 2,463,536 |
| Centre Manager - Malampa | 88HD | NULL | PS 6.4 | 2,106,500 | 408,032 | 86,180 | 2,600,712 |
| Centre Manager-Shefa | 88HE | 54003513 | PS 6.4 | 2,106,500 | 408,032 | 84,260 | 2,598,792 |
| Provincial Training Coordinator-Shefa | 88HE | 54003519 | PS 6.2 | 1,974,600 | 408,032 | 78,984 | 2,461,616 |
| Centre Manager - Tafea | 88HF | 54003514 | PS 6.4 | 2,106,500 | 407,029 | 86,180 | 2,599,709 |
| Provincial Training Coordinator - Tafea | 88HF | 54003520 | PS 6.1 | 1,906,500 | 408,032 | 78,180 | 2,392,712 |

Key Priority Training for MoET in 2026

Table 14: Priority Training Areas for 2026

| Training Area | Strategic Rationale | Duration | Cost |
|--------------------------------------|--|----------|---------------------|
| Budget Analysis & Financial Literacy | Build fiscal discipline, donor accountability, provincial autonomy | 5 days | 600,000 – 800,000 |
| Project Management | Ensure donor-funded tertiary programs are delivered on time | 5 days | 900,000 – 1,200,000 |
| Performance Management | Establish appraisal systems and staff development | 2 days | 400,000 – 600,000 |
| Adaptive Leadership Training | Equip leaders to drive reform under uncertainty | 5 days | 900,000 – 1,200,000 |

Officers on Scholarship

Table 15: Officers on scholarships

| Officers on Scholarship | Name | Salary | Allowances | Area of Scholarship |
|-------------------------|-----------------|------------|------------|---|
| 1 | Moses Kendry | 2,250,000 | 360,000 | Master's in management and international Trade (business) |
| 2 | Boe Jay | 2,054,000 | 408,000 | Bachelor or Commerce |
| 3 | Tasale Asnath | 2,106,500 | 408,000 | Master's in public administration |
| 4 | Adeline Mweleul | 2,1085,000 | 408,000 | Agriculture – PHD Project FALAH |

9. Budget

Current year budget

Summary of Operating & Payroll budget by department (2026).

Table 16: Summary of Operating & Payroll budget by departments

| Dept. Code | Dept. Description | Operation Budget | Payroll Budget | Sum NPP | of Annual Budget | Proportion by Dept. |
|--------------------|-------------------------------------|----------------------|----------------------|--------------------------|-----------------------|---------------------|
| 510 | MoET Cabinet | 12,372,726 | 69,902,986 | - | 82,275,712 | 0.6% |
| 530 | Education Service Department | 2,023,090,997 | 8,260,580,802 | - | 10,283,671,799 | 77.2% |
| 540 | Director Generals Department | 10,739,485 | 59,174,622 | - | 69,914,107 | 0.5% |
| 550 | Education Commissions & Councils | 153,702,294 | 36,146,116 | - | 189,848,410 | 1.4% |
| 820 | Administration & Finance Department | 228,741,311 | 75,465,118 | - | 304,206,429 | 2.3% |
| 830 | Policy & Planning Department | 10,313,354 | 49,043,761 | - | 59,357,115 | 0.4% |
| 880 | Tertiary Education Department | 2,048,413,176 | 289,901,183 | 236,447,057 ⁹ | 2,338,314,359 | 17.5% |
| Grand Total | | 4,487,373,343 | 8,840,214,588 | 236,447,057 | 13,327,587,931 | 100% |

Source: Ministry of education and training 2026 gazetted budget – Finance unit

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

The 2024 government budget booklet provides an update of the ministry's forwarded budget ceilings. The data presented in the table below shows that the assumption of the budget ceilings for the forwarded years after 2025 remained constant.

Table 17: Five-year budget forecast

| Program | Budget Year | Forward Estimate | Forward Estimate | Forward Estimate | Forward Estimate |
|---|-------------|------------------|------------------|------------------|------------------|
| | 2024 | 2025 | 2026 | 2027 | 2028 |
| Ministry of Education and Training | 10,415.8 | 10,387.8 | 13,327.5 | 13,327.5 | 13,327.5 |
| Cabinet Support | 81.0 | 81.0 | 81.0 | 81.0 | 81.0 |
| Corporate Services | 1,108.8 | 1,108.8 | 1,108.8 | 1,108.8 | 1,108.8 |
| Education & Training Services | 8,957.1 | 8,936.1 | 8,936.1 | 8,936.1 | 8,936.1 |
| Executive Management and internal & Quality Control | 268.8 | 261.8 | 261.8 | 261.8 | 261.8 |

⁹ The approved NPP for 2026 is the National University of Vanuatu 2026 Project Application.

Annexes

Public Service Commission Glossary summarized

Table 18: PSC definition and Corporate Plan definition

| Term | PSC Definition | In this Corporate Plan |
|---------------------|---|--|
| Activities | Activities are aligned within the Programs (specified in Budget Narratives) of the Ministry to deliver the objectives of Ministry Programs. | Activities are under programs and under the responsibility of Directorates. Not included in this Corporate Plan. |
| Objectives | Objectives in the Corporate Plan are the overarching organisational goals to be reached within the main program areas of activity of the Ministry. Derived from the NSDP and expressed in the Budget Narratives, they are expected outcomes. | The education sector requires service delivery for 10 months of the year to ensure the sector vision is realised. Therefore, this Plan refers to objectives as Intermediate Outcomes . |
| Outcome | A long-term Outcome can be expressed as a change in skills, attitudes, knowledge, behaviours, status, or condition, including life condition. Outcomes is linked to the NSDP and mapped against Programs. | The education sector requires service delivery for 10 months of the year for 6 years to ensure the sector vision is realised. Therefore, this Plan refers to long-term outcomes as Overall Outcome . Overall outcomes depend on the sector achieving Intermediate outcomes and program outputs in the Corporate Plan |
| Output | Outputs (Service Targets/Indicators) are mapped against each Activity included in the Budget Narratives. | Outputs are not mapped to activities but against Programs in this Corporate Plan. Outputs are under the responsibility of Directorates with oversight from PPD. Service targets, for each activity and program must be developed by each Directorate |
| Program | A Program establishes the structure for internal responsibilities while providing clear line of sight regarding Ministry objectives. The identified Programs (two to six) form the basis of the Budget Narratives against which the Appropriations Budget is allocated. | Programs in this Corporate Plan are at a higher level and consist of several activities under the purview of Directorates. Outputs represent what each program will achieve. |
| Risks | A risk is a factor that may make it difficult to achieve delivery of a planned activity. Options should be considered to lessen or mitigate against an identified risk | Included in this Corporate Plan |
| Service Targets | Service Targets or outputs are mapped against each Budget Narrative Activity. | Service targets in the Business Plan refers to Activities and Programs. |
| Strategic Direction | The Strategic Direction of the Ministry includes the central forces that move the Ministry towards intended objectives, particularly the NSDP. This aligns the vision, mission, and core values so that strategies can be designed to reach the desired goal outcomes. | Included in this Corporate Plan |
| Strategy | A strategy is a plan or tactic to be followed to achieve objectives and related activities, | Included in this Corporate Plan. See Section 8 “Corporate Plan Strategy,” |

| | | |
|--|---|--|
| | considering resources needed and the potential risks. | which also represents the Corporate Plan's "Theory of Change." Programs and Activities designed for the 3 pillars are expected to achieve overall and intermediate outcomes. |
|--|---|--|

Monitoring and Evaluation

According to the PSC guidelines, all outcomes, and outputs/programs must include indicators that firstly, describe what will be achieved; and secondly, include numeric, or descriptive targets for each indicator. The PSC guidelines highlight the importance of indicators and targets that are:

- **Specific** – clearly defined to anyone that has a basic knowledge of the program.
- **Measurable** – to be counted, observed, analysed, tested, or challenged.
- **Achievable** – is practical and can be done in time & with available resources
- **Relevant** – contributes to the value of the activity
- **Time-Bound** – has clear dates for implementation/completion

As discussed above there are no targets included for two reasons (i) a clear documentation of baselines is needed to estimate specific and measurable targets. At this stage the focus is on establishing clear baselines and then reporting on progress vis-à-vis the baselines. (ii) Directorates have not had the experience of reflecting on the connections between activities and programs leading to outputs and outcomes. Estimating realistic and achievable targets would be a challenge. As Directorates gain practice in connecting –baselines-activities -programs-outputs-results, it is expected that the next Corporate Plan will include targets for all indicators.

In the tables below, all the data collected through Vanuatu Education Monitoring Information System (VEMIS) is coloured grey. All the data collected through reports from Directorates is coloured yellow and all the data collected through primary data collection (school survey) is coloured pink.

Overall outcomes

The PPD is responsible for monitoring progress on the Overall outcomes in the access pillar. Baselines in the access pillar will be captured through data generated by the VEMIS. Quality overall outcomes will be reported by the examination unit in the ESD and PSET, except for Indicator 3, and 4, which will be collected through a sample study.

Table 19: Monitoring overall outcomes for the access and quality pillars

| | ACCESS PILLAR | Indicator | Source |
|---|---|--|---------------|
| 1 | Gross enrolment rate | Disaggregated by level, gender, type, province | VEMIS |
| 2 | Decrease in the repetition rate | Disaggregated by level, gender, type, province | VEMIS |
| 3 | Percentage of children with special needs | Disaggregated by level, gender, type, province | VEMIS |
| 4 | Retention rate | Disaggregated by level, gender, type, province | VEMIS |
| 5 | Completion rate | Disaggregated by level, gender, type, province | VEMIS |
| 6 | Net Enrolment rate | Disaggregated by level, gender, type, province | VEMIS |
| 7 | Adjusted Net Enrolment rate | Disaggregated by level, gender, type, province | VEMIS |
| 8 | Total Net enrolment rate | Disaggregated by level, gender, type, province | VEMIS |
| | QUALITY PILLAR | Indicator | Source |
| 1 | VANSTA results | No. of students in population age group. VANSTA disaggregated according to critical, approaching, meeting, exceeding, proficiency levels. Disaggregated according to province. | ESD |

| | | | |
|---|--|---|-------|
| 2 | Year 10, Year 12, and Year 13 Secondary exam results | No. of students in the age group population. Students appearing and pass in the 25 th percentile and 75 th percentile in math, language, and science. | ESD |
| 3 | Teacher and student attendance | Baseline study in 2023 (Level gender type province) | Study |
| 4 | No of days schools functioned | Baseline study in 2023 (Level gender type province) | Study |
| 5 | PSET | Number of successful students per program in PSET. | PSET |

Intermediate outcomes

The indicators for the intermediate outcomes are outlined in Table 10. The PPD will be responsible for reporting on all the indicators that are based on data generated through the OpenVEMIS. School level monitoring information will be based on a sample study undertaken in the 6 provinces (color coded pink in Table 10). Relevant Directorates will also report on some of the intermediate outcomes that are relevant to their programming responsibilities. For example, the ESD is responsible for training teachers and principals. Therefore, numbers trained will be reported by ESD. Many of the management intermediate outcomes are contributed by TSC, FAD, PPD and DGO. These will be reported to the PPD by the relevant Directorates. The PPD will be responsible for collating all the reports from the Directorates.

Table 20: Monitoring intermediate outcomes for the 3 pillars (Access, Quality & Management)

| | ACCESS Intermediate Outcomes | Indicator | Source |
|----|---|---|---------------|
| 1 | Increased and equitable access opportunities for children to attend schools | Percentage increase in the number of schools in each school type | OVEMIS |
| s2 | School infrastructure and associated assets meet relevant standards | Percentage of schools meeting school infrastructure and asset standard. | Study |
| | | Percentage of schools achieve WinS 3-star rating. | Study |
| 3 | Enhanced community engagement to support schools. | Number of schools with functioning school councils | Study |
| | | Quality of School Strategic Plans | Study |
| 4 | Schools are prepared for natural disasters | Percentage of schools with a comprehensive safety plan. | Study |
| | | Percentage schools conducting drills | Study |
| 5 | Enhanced school preparation programs - ECCE&KG | Transition rate from kindergarten to Year 1 | OVEMIS |
| | | Increase in parent support programs across provinces | ESD |
| 6 | Increased access to PSET institutions | Increased enrolment in PSET | PSET |
| | | Increased number of PSET providers | PSET |
| | | Increase in the number PSET accredited courses | PSET |
| | QUALITY Intermediate Outcomes | Indicator | |
| 7 | Curriculum implemented across schools | Percentage of teachers trained in the new curriculum | Study |

| | | | |
|----|--|--|-----------|
| | | Percentages of teachers implementing the new curriculum | Study |
| | | Percentages of principals managing new curriculum implementation | Study |
| | | Increase in the number PSET accredited courses | VQA |
| 8 | Teachers and students have sufficient instructional materials | Percentages classrooms with sufficient instructional materials | Study |
| | | Percentages students with sufficient stationery | Study |
| | | Percentages teachers with teacher guides. | Study |
| 9 | Principal effectively manage the school | Percentage of principals receiving training - induction/other areas. | ESD/study |
| | | Percentage principals implementing effective management practices | ESD/study |
| | | Percentage principals monitoring student enrolment and learning | Study |
| 10 | Teachers effectively teach the curriculum | Percentage teachers' qualification upgraded, certified and licensed. | Study/TSC |
| | | Percentage teachers with adequate subject content knowledge | Study |
| | | Percentage teachers monitoring student learning | Study |
| | | Percentage PSET trainers qualified | TSC |
| | MANAGEMENT Intermediate Outcomes | Indicator | |
| 11 | Implementing policies and procedures teacher management | New teacher recruitment, and placement policy updated, and implementation trialled | TSC |
| | | Teacher performance system with clear job descriptions developed and implementation trialled | TSC |
| | | Deployment and transfer policy updated, and implementation trialled | TSC |
| 12 | Implementing policies and procedures in place for principal management | Selection policy developed and implementation trialled | TSC |
| | | Principal performance system with clear job descriptions developed and implementation trialled | TSC |
| 13 | Prudent and sustainable financial management | Timely analysis and reporting of budget and expenditure to each department and DGO | FAD |
| | | Regular audit and risk analysis on financial compliance | FAD/DGO |
| | | Procurement policy implemented to improve availability of instructional materials | FAD/DGO |
| | | Capacity building for financial literacy at the provincial and school levels | FAD/ESD |

| | | | |
|----|--|---|---------|
| 14 | MoET capacity building | Review of staff capacity | PPD/DGO |
| 15 | MoET Governance, functions and Policies updated and aligned | Completing the review of the Legislations and Acts. | PPD/DGO |
| | | Revise organizational structure based on revised Acts and Regulations | PPD/DGO |
| 16 | Provincial offices adequately staffed | Support and compliance officers recruited for each province | PPD/DGO |
| 17 | MoET using data and information to guide management and resource decisions | New platform for an integrated OVEMIS established | PPD/FAD |
| | | Revised OVEMIS policy document | PPD/DGO |
| 18 | Evidence based decision-making | Supporting research for better decision-making | PPD/DGO |
| 19 | Planning and support for clear and easy reporting | Timely quarterly and annual reporting | PPD |
| 20 | Partners and stakeholders' coordination and collaboration | Regular LEG meeting | DGO |