



MINISTRY OF EDUCATION AND TRAINING BUSINESS PLAN 2021

This Business Plan (Annual Plan) comprises of the key activities adopted from the Vanuatu Education and Training Sector Strategy 2021-2030. The key performance indicator constructed against each activities in each matrix for each directorates, will be used in reporting as an indicative measure of whether or not the activity has been executed. The plan is structured by departments or directorates.



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1. MESSAGE FROM THE HON MINISTER AND THE DIRECTOR GENERAL FOR THE MINISTRY OF EDUCATION AND TRAINING

We are pleased to present the revised 2021 *Ministry of Education and Training Business Plan*.

This business plan is a product of the corporate plan that is based on achieving results. The Ministry of Education and Training has adopted a collaborative Planning approach to develop this Plan. The plan also incorporates COVID 19 and TC Harold related activities.

The focus of this business plan is to ensure appropriate activities are identified and implemented to deliver desired outcomes. The aim of this operational plan is to ensure the following;

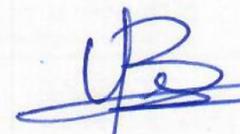
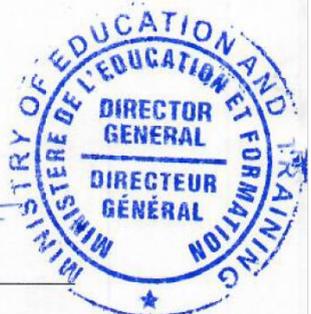
1. *Improve quality of education,*
2. *Improve equitable access to educational services for all people at all level of Education and*
3. *Improve planning, fiscal and financial management*

The Monitoring & Evaluation unit within the Policy and Planning Directorate will be responsible to coordinate the progress reporting against this business plan and to ensure proper progress reporting mechanisms are established and timely reports are produced to inform decision making.

Having said these, we both wish to take this opportunity to appeal to all MoET managers and officers to continue to work as a team, and to implement these activities to the best of your knowledge and skills.

Your commitment towards implementing this Plan is highly regarded and may your synergies contributes to further strengthen the Management of the Vanuatu Education and Training System in all aspects of your undertaking.

We thank you all for your understanding and cooperation.

 	 
The Honorable Seoule Simeon, Minister of Education and Training	Iati Bergmans, Director General, Ministry of Education and Training
Date: <u>28.01.2021</u>	

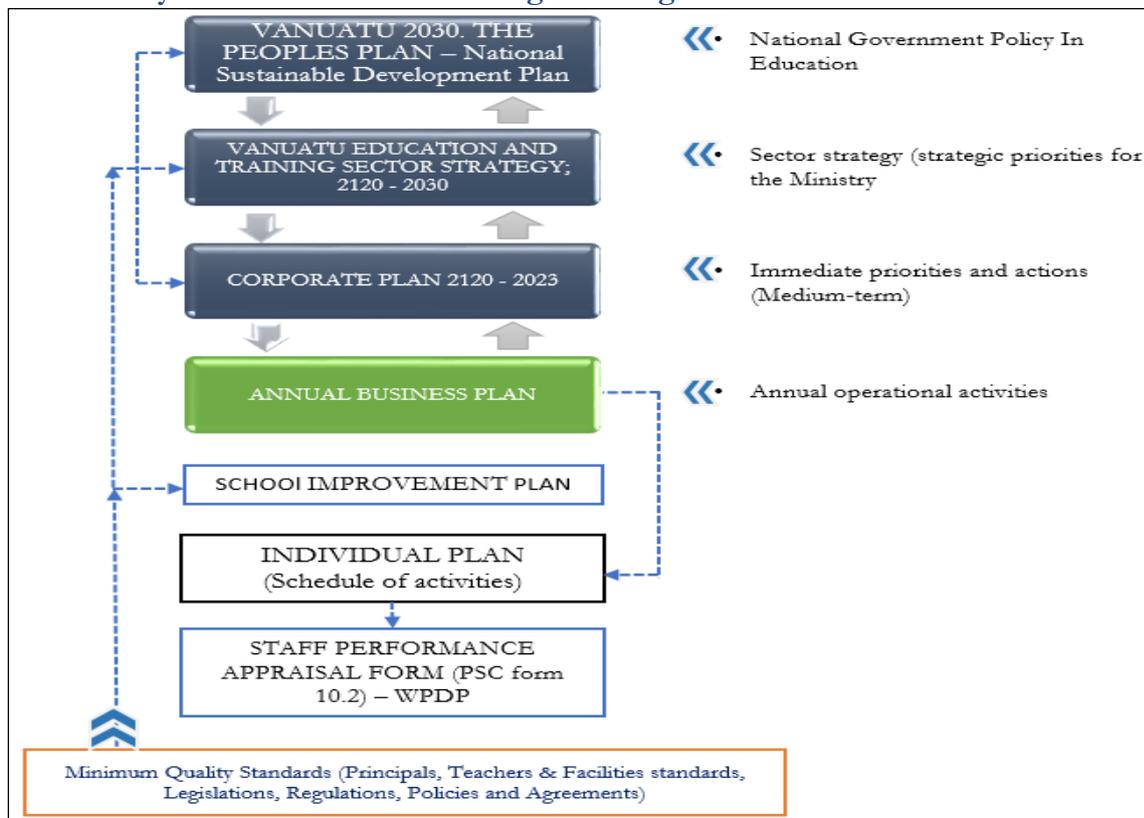
2. INTRODUCTION

The Ministry of Education and Trainings (MoET) aims to implement a planning approach that is well coordinated. In doing so, the MoET recognized the importance of employing and top down approach to its plans and a bottom up approach in implementing its plans. The key values behind employing this approach are to;

- Ensure all MoET plans are well aligned to the goals and the objectives of the education sector that are set at the higher level.
- Ensure that results or outcome drives the planning for activities.

The planning unit acknowledges the fact that a lot is yet to be done to ensure the above planning values are realized. Hence we believe we have to start somewhere.

2.1. Ministry of Education and Training Planning Framework



The above planning framework shows where the MoET Business Plan (Annual Plan) fits. This Business Plan outlines the key activities to be implemented in 2021 and the directorates responsible for implementing these activities.

3. 2021 APPROPRIATED BUDGETS BY DEPARTMENT

3.1. Budget Summary

The 2021 Annual Budget for the Ministry of Education and Training could be summarized as follows:

- Total Annual Budget: **9,139,820,137 VT**
- Payroll Budget: **5,906,453,572 VT**
- Operation Budget: **3,233,366,565 VT**

Operating budget by department summary

Dept. Code.	Dept. Description/Name	Operational Budget by Dept.(VUV)	Proportion by Dept.
510	Cabinet Support	10,928,562	0.34 %
530	Education Services Directorate	1,571,031,285	48.59 %
540	Director General	10,002,587	0.31 %
550	Education commissions & Councils	101,561,370	3.14 %
820	Finance and Administration Directorate	172,127,109	5.32 %
830	Policy & Planning Directorate	8,306,706	0.26 %
880	Tertiary Education Directorate	1,359,408,946	42.04 %
Grand Total		3,233,366,565	100%

Source: Ministry of Education & Training 2021 gazette budget – Finance unit

4. BUSINESS PLAN MATRIX

ACTIVITIES BY DEPARTMENTS

4.1 Cabinet Support (CAB)

Str. #	VETSS strategy Description	Activity Area	Act #	Activities	Key Performance Indicator	Division /unit responsible	Total Budget (Rec)	Total Budget (Dev)
NA	The cabinet Minister provides supports across all 23 strategies in the VETSS 2021-2030	The cabinet Minister provides supports across all 130 activities of the VETSS 2021-2030	1	Planned Provincial and school visits are carried out.	<ul style="list-style-type: none"> Planned Provincial and school visits are carried out. 	CAB	10,928,562 (VUV)	0 (VUV)
			2	Planned Ministerial conferences are attended.	<ul style="list-style-type: none"> Planned Ministerial conferences are attended. 			
			3	MoET Plan activities implemented and reported on.	<ul style="list-style-type: none"> MoET Plan activities implemented and reported on. 			
			4	MoET Policies are well informed & approved.	<ul style="list-style-type: none"> Policies are well informed & approved. 			

4.2 Director General's Office (DGO)

Str. 1 #	VETSS strategy Description	Activity Area	Act ² #	Activities ³	Key Performance Indicator	Division /unit responsible	Total Budget (Rec)	Total Budget (Dev)
1	Maintain and utilize Fee Subsidy to schools (ECCE-Senior secondary) by revising School Financial Management Manual and school grant code and disbursing grants according to work plan	Grants disbursed according to work plan	1	Grants disbursed each year and reported upon	<ul style="list-style-type: none"> 77 Schools are audited and reported on. 	Internal Audit Unit	10,002,587 (VUV)	0 (VUV)
7	Strengthen partnership and communications between schools and communities, with the view of improving learning and access	<i>Dissemination of educational communication to schools and communities</i>	2	<i>Provide regular communication with community members participating in governance bodies⁴</i>	<ul style="list-style-type: none"> Provide regular communication of information schools communities 	Communication Unit/ OGCIO		
		<i>Strengthening communication of MoET Central office and School communities</i>	3	<i>Review of communication strategy</i>	<ul style="list-style-type: none"> Communication strategy endorsed and Implemented Develop an overall emergency communication strategy 	Communication Unit/ OGCIO Com's/each unit		
7	<i>Strengthen partnership with Vanuatu External Partners including</i>	<i>Collaboration with UNESCO and its Members States</i>	4	<i>Vanuatu participation to the 41st UNESCO General Conference if mobility restrictions are lifted</i>	<ul style="list-style-type: none"> Finalization of Participation report Report to be submitted to PSC and DG MoET 	UNESCO Focal Point		

¹ These numberings refers to the strategy number from the VETSS

² Key activity numbering

³ These Key Activities were extracted directly from the VETSS

⁴ The activities in italic are newly inserted activities (not from the VETSS)

	<i>communications between schools and communities, with the view of improving learning and access⁵</i>	<i>Endorsement of UNESCO 2020/2021 projects under the Participation Program</i>	5	<i>Implementation of all projects funded under the UNESCO Participation Program</i>	<ul style="list-style-type: none"> • Reporting of projects completion • Endorsement of reports by UNESCO 			
12	Develop MoET Policies guideline to harmonize and unify future policy development	Policy Guidelines developed to inform policy development	6	<i>Coordinate and review all MoET policies</i>	<ul style="list-style-type: none"> • Policies finalized and implemented 	DG Office		
			7	<i>Coordinate and review all MoET agreements with stakeholders</i>	<ul style="list-style-type: none"> • Agreement finalized and implemented 			
			8	<i>Review Education Act</i>	<ul style="list-style-type: none"> • Education act review by end of June 2021 			
			9	<i>Refresher training for PEO and HR tools, policies and activities.</i>	<ul style="list-style-type: none"> • Training conducted to head of units and head of provincial offices. 	HR Unit		
18	Strengthen centralised planning, budgeting, and reporting to improve MoET's efficiency and effectiveness in using its resources	Planning, Budgeting, Financing, and reporting processes are aligned	10	<i>Planned audit carried out at MoET central level.</i>	<ul style="list-style-type: none"> • Number of central audits planned project carried out • Audit reports submitted to auditee and interested Stakeholders. 	Internal Audit Unit		
			11	<i>Conduct special investigation upon request</i>	<ul style="list-style-type: none"> • Number of investigations conducted • Complete and submit audit investigation report to interested stakeholders. • Minimise number of fraud/misuses of fund at MoET Central level 			
			12	<i>Secure 2 license of TeamMate audit software from National Audit Office.</i>	<ul style="list-style-type: none"> • TeamMate license fee paid annually 			

⁵ Reworded strategy to accommodate UNESCO focal point activities that are aligned with strategy 7 in the VETSS plan

			13	<i>Identify training on TeamMate audit software and other training related to auditors needs</i>	<ul style="list-style-type: none"> • Appropriate training provided to auditors on TeamMate software • Other trainings related to the work of audit. 			
			14	<i>Awareness of procurement policy and manual developed to Schools Principals</i>	<ul style="list-style-type: none"> • Awareness carry out in all provinces 	Procurement Unit		
			15	<i>Consultation with MoET suppliers with market analysis in provincial level</i>	<ul style="list-style-type: none"> • # of consultation with suppliers in all provinces 	Procurement Unit and Finance & Adm.		
21	Plan and deliver the devolution of MoET functions to improve service delivery to schools	<i>MoET organisational structure and formal roles and responsibilities documented</i>	16	<i>Identify gaps, review and recommend to Directors and DG/ alignment to GRT Determination</i>	<ul style="list-style-type: none"> • PSC Approval of the MoET reviewed structure 	DGs Office/HR/PSC		
		<i>Recruitment of priority positions</i>	17	<i>Identify priority positions, and obtain approval for recruitment</i>	<ul style="list-style-type: none"> • PSC appointment letters 	HR Unit		

4.3 Finance and Administration Directorate (FAD)

Str. #	VETSS strategy Description	Activity Area	Act No	Activities	Key Performance Indicator	Division/unit Responsible	Total Budget (Rec)	Total Budget (Dev)
1	Maintain and utilize Fee Subsidy to schools (ECCE – Senior Secondary) by revising School Financial Management Manual and Code and disbursing grants according to work plan	Revised School Financial Management Manual	1	Revise the School Financial Management Manual to include new administrative functions	<ul style="list-style-type: none"> Approved School Financial Management Manual by first quarter of 2021. 	FinU	172,127,109 (VUV)	33,937,618 (VUV) ⁶
			2	Provide support and training on School Financial Management Manual to improve capacity and performance	<ul style="list-style-type: none"> Training and awareness on the approved School Financial Management Manual is conducted with 80% of government and non-government assisted schools and PSET providers, by third quarter of 2021. Mentoring and monitoring support on the approved School Financial Management Manual is provided to all government and non-government assisted schools and PSET providers, by third quarter of 2021. 			
		3	Government and non-government assisted schools and training providers' grants are disbursed and reported.	<ul style="list-style-type: none"> 100% of registered government and non-government assisted schools and training providers use National Bank of Vanuatu for banking purposes by January, April and July 2021. 				
		Grants disbursed according to work plan						

⁶ This figure is only provided by the VESP support program.

					<ul style="list-style-type: none"> Report on compliance with school grant criteria by government and non-government assisted schools and training providers 			
			4	Extraction of grants from Open VEMIS and disbursement to schools and training providers.	<ul style="list-style-type: none"> School grants to Government and Non-Government Assisted Kindergartens, Primary, Secondary schools are extracted from Open VEMIS by January, April and July 2021. 			
					<ul style="list-style-type: none"> Grants to training providers (Vanuatu Institute of Technology, Vanuatu Institute of Teacher Education and Vanuatu National University) are extracted from Open VEMIS by July 2021. 			
					<ul style="list-style-type: none"> School grants are paid to all kindergartens, primary and secondary schools by end of January (30%), April (30%) and July (40%). 			
					<ul style="list-style-type: none"> Institution grants are paid to training providers (Vanuatu Institute of Technology, Vanuatu Institute of Teacher Education and National University of Vanuatu) January (30%), April (30%) and July (40%). 			

			5	Provide support and training on Grant Code to improve capacity and performance	<ul style="list-style-type: none"> Approved Grant Code by first quarter of 2021. Awareness on the revised Grant Code is conducted with all government and non-government assisted schools and PSET providers, by third quarter of 2021. Mentoring and monitoring support is provided to all government and non-government assisted schools and PSET providers to ensure compliance with Grant Code, by third quarter of 2021. 			
3	Plan and implement quality school based infrastructure based on identified needs and priorities by reviewing, updating and implementing school MQS, School Plumbing and Maintenance Manual, and Asset Master Plan	School MQS reviewed and updated	6	Finalize Minimum Infrastructure Standards for all levels of education	<ul style="list-style-type: none"> Approved Minimum Infrastructure Standard by third quarter of 2021. 	AAMU/PMU		
			7	Build infrastructure facilities for schools and training providers.	<ul style="list-style-type: none"> Number Request For Quote (RFQ) and Request For Tenders (RFT) advertised. Number of signed contracts with contractors. Supervision and progress reports for each project site. Number of types of school buildings built under different facilities work programs. 			

			8	Support internet connectivity to all schools	<ul style="list-style-type: none"> Support and maintenance provided to schools on internet connectivity queries and issues. Government Broadband Network (GBN) connectivity support to VITE, VIT and VNU, Malapoa College, Lycee LAB, Central School, Epauto School and Lycee de Monmartre. 	ITU		
	School Maintenance Manual reviewed and updated		9	Revise the School Maintenance Manual to include new infrastructure requirements	<ul style="list-style-type: none"> Approved School Maintenance Manual is finalised by third quarter of 2021 Support and training is provided to improve capacity of Provincial Maintenance Officers in implementing the School Maintenance Manual by fourth quarter of 2021 	AAMU/PMU		
	Asset master plan developed and approved		10	Develop Primary, Secondary and Asset Master Plan.	<ul style="list-style-type: none"> Primary and Secondary school Asset Master Plan is completed by fourth quarter of 2021. 			
		11	Update MoET Central and Provincial Asset Registry on Smart Stream.	<ul style="list-style-type: none"> Report on the MoET Central and Provincial Asset Registry at the end of July and November 2021. 	AAMU			
		12	Delivery of School Land Management for registered government and government assisted schools.	<ul style="list-style-type: none"> Report on School Land Management for registered government and non-government assisted schools at the end of July and November 2021. 				

			13	Maintain updated data of Primary and Secondary schools surveys (based on school asset & facilities surveys).	<ul style="list-style-type: none"> Updated data of school surveys (based on school asset & facilities surveys) by third quarter of 2021. 	AAMU/ PMU		
4	Promote and mainstream HPS in schools, so that children have equitable access to HPS activities and equitable access to quality WASH facilities in schools	Children have equitable access to HPS activities and equitable access to quality WASH in Schools facilities	14	Improve WASH facilities in schools.	<ul style="list-style-type: none"> Rollout WASH program to TORBA and at least 1 other province. 	AAMU/ UNICEF		
7	Strengthen partnerships and communications between schools and communities, with the view of improving learning and access	Community engagement	15	Review and establish MoU between the Government and the National Bank of Vanuatu.	<ul style="list-style-type: none"> Signed MoU between the Government and the National Bank of Vanuatu by January 2021, on schools bank accounts. 	FinU		
			16	Increase collaboration with Office of the Government Chief Information Officer (OGCIO) and Telecommunication Radio Broadcasting Regulator (TRBR)	<ul style="list-style-type: none"> Minutes on TAG meeting conducted by OGCIO 	ITU		
					<ul style="list-style-type: none"> Consult and liaise with OGCIO, TRBR, Telecommunications/Internet Providers and Donor Partners on options to connect all schools to the internet (better access of OV) 		<ul style="list-style-type: none"> MoET agreement with ISP providers (Vodafone & Digicel) to keep Open VEMIS zero-rated on their network. 	

			17	Increase collaboration with development partners, both bilateral and multilateral to support Ministry strategic plan through a Joint Partnership Agreement; and open new dialogue with non-traditional donor partners	<ul style="list-style-type: none"> Monthly meetings with key development partners on Direct Funding of project activities within the education and training sector. 	FinU/ AAMU		
13	Review and implement IT Policy to improve teaching and learning in schools	IT Policy Implemented by 2030	18	Review IT Policies and procedures.	<ul style="list-style-type: none"> Approved IT policy is reviewed by December 2021 	ITU/ VESP		
					<ul style="list-style-type: none"> Model overview of Open VEMIS architecture is in place and accessible to IT staff by October 2021 	ITU		
					<ul style="list-style-type: none"> Existing IT Technical and user documentation is reviewed and updated quarterly. Approved MoET IT Equipment Replacement Plan by March 2021. Technical documentation for the MoET network Infrastructure from central to provinces is developed by October 2021. 			
			19	Increase use of IT in schools through multiple actors, and manage establishment of computer labs in schools where possible.	<ul style="list-style-type: none"> Support given to schools on IT queries and issues. Technical Support provided to the E-Learning program coordinated by Education Services with assistance from Commonwealth of Learning (CoL). 			

					<ul style="list-style-type: none"> • Technical support provided to the COVID19 response E-Learning program. 			
			20	IT support and infrastructure coordination provided from the MoET central level to provincial and school levels	<ul style="list-style-type: none"> • Government Broadband Network (GBN) connectivity is 98% operational and accessible to staff at MoET central offices and the six provincial education offices throughout the year. • Preventive maintenance has been carried out at all MoET Central Offices in Port Vila and their reports submitted by July 2021. • At least two preventive maintenance has been carried out at each of the six MoET Provincial Offices and their reports submitted in May & October 2021. • Replacement of MOET Public Website by June 2021 • Support and maintenance provided to keep government email service 98% online and accessible to users at all times • Support and maintenance provided to keep government VoIP service 98% online and accessible to users at all times 			

					<ul style="list-style-type: none"> • Support and maintenance provided to keep MoET Management Intranet website 98% online and accessible to MoET users at all times 			
					<ul style="list-style-type: none"> • Support and maintenance provided for MoET File servers and backup servers to be 98% operational and accessible to MoET staffs at all times 			
					<ul style="list-style-type: none"> • Support and maintenance provided for MoET Time Attendance system to be 98% operational and accessible to MoET staffs at all times and produce timely attendance reports when needed. 			
					<ul style="list-style-type: none"> • Support and maintenance provided to keep MoET Virtual servers 98% online and accessible to MoET users at all times 			
					<ul style="list-style-type: none"> • Support and maintenance provided to keep MoET Virtual servers 98% online and accessible to MoET users at all times 			
					<ul style="list-style-type: none"> • Support and maintenance provided for PacSIMS application system and its server to be 98% online and accessible to EAU users at all times 			

					<ul style="list-style-type: none"> IT Helpdesk support to MoET staffs at the central offices down to the province and school level on network issues, equipment issues and other ICT issues is 98% satisfactory throughout the year. 			
18	Strengthen centralized planning, budgeting, and reporting to improve MoET's efficiency and effectiveness in using its resources	Planning, Budgeting, Financing, and Reporting processes are aligned	21	Planning & Finance Units conduct trainings at the central and provincial level on the budget and reporting cycle of the Ministry	<ul style="list-style-type: none"> Managers and senior staff at the central and provincial level are trained on the budget and reporting cycle of the Ministry by May 2021. 	FinU		
			22	Implementation of 2021 MoET appropriated budget.	<ul style="list-style-type: none"> All MoET staffs are informed of the 2021 appropriated budget, by January 2021. 			
					<ul style="list-style-type: none"> All active project budgets are rolled over to be used in the following year by January 2021. Implementation of the MoET Budget in accordance with the PFEM Act, Regulation and approved financial procedures, by December 2021. 			
23	Provision of 2021 MoET appropriated budget reports.	<ul style="list-style-type: none"> All project narrative report, acquittal statements & financial reports are prepared and donors refunded at the end of project life, throughout the year. 						

				<ul style="list-style-type: none"> Monthly budget reports, inclusive of development fund reports, are completed and circulated to Education Users by first week of each month. Quarterly budget reports, inclusive of development fund reports, are completed and uploaded onto the management website, in the first week after the end of each quarter (April, July, and October). Overview Report of 2020 MoET Budget and Expenditure report is submitted by March 2021 to DoFT and PPU. UIS Report of 2020 MoET Budget and Expenditure report is submitted by March 2021 to UIS & PPU. 				
			24	<p>Develop and submit the Review of 2021 Staff Work Development Plan and Director's Performance Agreement and 2022 Staff Work Development Plan and Director's Performance Agreement</p>	<ul style="list-style-type: none"> Submit Mid-Year Review of 2021 Staff Work Development Plan and Director's Performance Agreement, by July 2021. Submit End-of-Year Performance Appraisal of 2021 Staff Work Development Plan and Director's Performance Agreement, by December 2021. 	All		

				<ul style="list-style-type: none"> Final 2022 Directorate of Finance and Administration Staff Work Development Plan (PSC Form 10-2) is completed by November 2021. 			
			25	Updated leave balances for all MoET staff on Smartstream	<ul style="list-style-type: none"> Report on updated staff leave balances for 2020 each quarter. 2021 Leave Plan for the Directorate of Finance & Administration is completed by February 2021 and July 2021. 		
			26	Development of Annual Business Plan 2022 and reporting of the 2021 Annual Business Plan.	<ul style="list-style-type: none"> Final Directorate of Finance and Administration 2022 Business Plan is completed by November 2021. Quarterly, half-yearly and annual reports of the 2021 Annual Business Plan. 		
			27	Standard financial and accounting services are provided to deliver efficient and effective services.	<ul style="list-style-type: none"> 100% relevant documentation is prepared to process all receivables for the Ministry throughout the year. 100% relevant documentation is prepared to process all payables for the Ministry throughout the year. 100% staff cash advances/imprest are verified and confirmed, when applying or 	FinU	

				<p>acquitting public funds throughout the year.</p> <ul style="list-style-type: none"> • Support is provided to the provincial education offices throughout the year. • 100% necessary journal entries are prepared for charges to incorrect chapter heads throughout the year. • 100% monthly cash flows are prepared and reviewed for the Ministry by February 2021. • 100% financial documents is filed and scanned throughout the year. 			
			28	Managers actively participate in the planning and budgeting processes.	<ul style="list-style-type: none"> • MoET 2022 Budget and Annual Business Plan is submitted to the Ministry of Finance and Economic Management by July 2021. 		
			29	Review and implement the M&E Results Framework	<ul style="list-style-type: none"> • Report on the MoET Results Framework is submitted by PEO Finance to the Director by third week of February 2021. 		
			30	Planning & Finance Units conduct trainings at the central and provincial level on the budget and reporting cycle of the Ministry.	<ul style="list-style-type: none"> • Number of managers and senior staff at the central and provincial level are trained on the budget and reporting cycle of the Ministry by May 2021. 		

			<p>31 Policies are considered in the planning and budgeting processes in order to be properly resourced</p> <ul style="list-style-type: none"> Managers and senior staff at the central and provincial level prioritize policies to be resourced by May 2021. 			
			<p>32 Conduct capacity building on planning, budgeting and reporting at provincial level</p> <ul style="list-style-type: none"> Managers and senior staff at the central and provincial level are trained on the budget and reporting cycle of the Ministry by May 2021. 			
23	Strengthen Management Information System by using Open VEMIS to inform management and resource decisions	OPEN VEMIS data applied to all reporting and planning	33 Develop specific offline version of Open VEMIS modules to increase and encourage use of Open VEMIS	<ul style="list-style-type: none"> Remote schools in West Coast Santo, Big Bay Bush Santo & North Malekula trial use of off line version of Open VEMIS Finance Module by third quarter of 2021. 		
				<ul style="list-style-type: none"> Open VEMIS offline module requirement analysis finalized. 	ITU	
			34 Further development, improvement and upgrade of relevant Open VEMIS modules which impact on payment of school grants, and keep accurate and up-to-date scholarships / PSET data in order to be transparent and accessible for monitoring and decision making	<ul style="list-style-type: none"> Upgraded Open VEMIS Finance modules for monitoring and decision making by December 2021. 	FinU	
				<ul style="list-style-type: none"> Upgraded Student module including Verification Tool, using the Civil Registry data, is developed on Open VEMIS. Open VEMIS Teacher Attendance module is fully functional and accessible. Connection is established and data from PacSIMS is displayed in Open VEMIS 	ITU	

					<ul style="list-style-type: none"> • MQS and SIP reports developed 			
					<ul style="list-style-type: none"> • School grant tranche calculator for PSET and ECE are developed and used. 			
					<ul style="list-style-type: none"> • Additional reports developed for Directors and Managers to use for decision making. 			
					<ul style="list-style-type: none"> • Support and maintain existing Open VEMIS modules to be functional and accessible to all MoET staffs and schools at all times. 			
					<ul style="list-style-type: none"> • Open VEMIS Webservers and database servers are 98% operational and secured throughout the year. 			

4.4 Policy and Planning Directorate (PPD)

Str. #	VETSS strategy Description	Activity Area	Act #	Activities	Key Performance Indicator	Division /unit responsible	Total Budget (Rec)	Total Budget (Dev)
2	Provide and monitor access to quality education to all pupils, as demonstrated by strong Learning Outcomes, in an equitable manner, with explicit monitoring of distinct groups (including, but not limited to, women and girls, boys and men, those impacted by poverty, pupils with special educational needs, gifted and talented pupils, pupils in outlying areas, out of school pupils, and persons living with disabilities), disaggregated to ensure all pupils are able to access quality education	Monitoring equitable access to quality education	1	Quality data collected on all relevant groups (including, but not limited to, women and girls, boys and men, those impacted by poverty, pupils with special educational needs, gifted and talented pupils, pupils in outlying areas, out of school pupils, and persons living with disabilities) and collated within EMIS, including data on Attainment and Progress ensuring equity is taken into consideration, drawing on disaggregated data on access, attainment, and progress, as gathered	• OV implementation Plan is coordinated	Statistics and School Mapping Unit	8,306,706 (VUV)	20,780,148 (VUV) ⁷
					• Data collection is managed according to the data collection cycle			
					• School data are validated			
					• Statistical table is produced			
					• Statistical digest is produced (based on M&E indicators)			
					• Continued necessary technical support on OV is provided to province and schools			
• UIS Questionnaires are completed								
4	Promote and mainstream Inclusive Education so that all children have equitable access to school	Children have equitable access to schools	2	Inclusive Education Policy reviewed and implemented	• Required technical support and coordination is provided to the unit responsible on the review of the IE policy	Policy coordination & Research		
6	Manage the implementation of the National School Infrastructure Development Plan (NSIDP) for existing schools and identify new schools in need	Rationalization of existing schools and identify need for new schools	3	Develop and implement the NSIDP Policy framework	• Education Authority and School Registration policy is reviewed to incorporate NSIDP policy directive and related mechanisms.	School Planning		
			4	Finalize and implement the National School Infrastructure Development Plan	• NSIDP finalized • Contract extension for NSIDP officer is extended			

⁷ This figure is only provided by the VESP support program.

					<ul style="list-style-type: none"> • Reports on NSIDP implementation is provided • NSIDP information is communicated by all means. 			
7	Strengthen partnerships and communications between schools and communities, with the view of improving learning and access	Community engagement	5	Review and establish agreements (MOAs) / MOUs with EAs, NGOs, line ministries, external Governments and agencies; and monitor operations of Education Authorities	<ul style="list-style-type: none"> • MOAs with Education Authority signed (Ministry & EA) • Compliance checklist tools are developed • MOA compliance Checklist report is produced 	Policy coordination /M&E		
			6	Increase collaboration with development partners, both bilateral and multilateral to support Ministry strategic plan through a Joint Partnership Agreement; and open new dialogue with non-traditional donor partners	<ul style="list-style-type: none"> • Joint Planning exercise is conducted • Support provided to review JPA 	Planning		
			7	Raising awareness in schools and provinces of relevant policies	<ul style="list-style-type: none"> • VETSS is communicated to all stakeholders (province/school) 			
8	Strengthen Disaster Risk Reduction and Management (DRRM) to face climate change and natural disasters	Strengthen Disaster Risk Reduction and Management (DRRM)	8	Review and implement Education in Emergency Policy	<ul style="list-style-type: none"> • Required technical input/support is provided to the unit responsible on the review of the EiE policy 	Policy coordination & Research		
9	Reduce the number of out-of-school children	Out of School Children Reduction	9	Data on Out of School Children monitored closely, with effective mitigation strategies adopted to rapidly ensure all children have equitable access to quality education	<ul style="list-style-type: none"> • Out of School Children census data is obtained from VNSO (post 2020 census) 	Research & Statistics		
					<ul style="list-style-type: none"> • Brief analysis on the out of school census data is produced 			
11	Review and implement National Education Language Policy with the	Review and implement National	10	Review the existing Vanuatu National Language Policy and implement the new Vanuatu	<ul style="list-style-type: none"> • Design of the Curriculum Implementation Monitoring Study is coordinated 	Research & M&E		

	view of improving teaching and learning in schools	Education Language Policy by 2030		National Education Language Policy	<ul style="list-style-type: none"> Development of the study tools are coordinated 			
			11	Development and implementation of a bilingual/plurilingual education policy and system	<ul style="list-style-type: none"> Draft policy is developed. 	PPD		
12	Develop MoET Policy Guidelines to harmonize and unify future policy development	Policy Guidelines developed to inform policy development	12	Finalize and implement Policy Development Guidelines	<ul style="list-style-type: none"> Central level awareness on policy guideline is conducted Policy guideline is disseminated Compliance Checklist for policy development is developed and used 	Policy coordination & M&E		
			13	Review and develop action plans for all existing policies	<ul style="list-style-type: none"> Policy action plan checklist is developed and use for reporting on all existing approved policies 			
18	Strengthen centralized planning, budgeting, and reporting to improve MoET's efficiency and effectiveness in using its resources	Planning, Budgeting, Financing, and Reporting processes are aligned	14	Annual Plan budget and reporting cycle is implemented at central, provincial and school level	<ul style="list-style-type: none"> Joint Planning & review meetings are coordinated and conducted 1st draft of 2022 Business Plan produced for budget submission <i>NPPs are coordinated</i> <i>Project proposal development are coordinated</i> Budget narrative developed 2022 BP finalized Corporate plan 2021 – 2023 is reviewed and updated Project guideline is reviewed and finalized 	Planning & Project coordination		
			15	Policies are considered in the planning and budgeting processes in order to be properly resourced	<ul style="list-style-type: none"> Policy action plan checklist, is developed and used to inform and guide planning process 	M&E		

			16	Managers actively participate in the planning and budgeting processes	<ul style="list-style-type: none"> All directorates developed and submit draft BP 2022 	Planning		
			17	Review and implement the M&E Results Framework	<ul style="list-style-type: none"> M&E Results Framework reviewed and finalized 	Planning & M&E		
			18	Carry out regular monitoring and periodic assessment of plans/policies	<ul style="list-style-type: none"> Annual report is coordinated and finalized 	M&E, Project coordination & Statistics		
		<ul style="list-style-type: none"> ADR is submitted 						
		<ul style="list-style-type: none"> COM decisions reported on 						
		<ul style="list-style-type: none"> Quarterly progress reports produced 						
		<ul style="list-style-type: none"> Reports on project 10mil > is reported on 						
		<ul style="list-style-type: none"> Other project matrix is updated 						
			19	Conduct capacity building on planning, budgeting and reporting at provincial level	<ul style="list-style-type: none"> Workshop on Planning , budgeting and reporting is conducted at provincial level 	Planning & M&E		
19	Implement MoET Research Policy Guidelines	MoET Research Policy Guideline implemented by 2030	20	Develop a Research Policy guideline for MoET	<ul style="list-style-type: none"> Central level awareness on research guideline is conducted 	Research coordination		
		<ul style="list-style-type: none"> Research guideline is disseminated 						
		<ul style="list-style-type: none"> Compliance Checklist for research development is developed and used 						
		<ul style="list-style-type: none"> All research initiatives for MoET are coordinated 						

4.5 Education Services Directorate (ESD)

Str. #	VETSS strategy Description	Activity Area	Act . #	Activities	Key Performance Indicator	Division /Unit Responsible	Total Budget (Rec)	Total Budget (Dev)
2	Provide and monitor access to quality education to all pupils, as demonstrated by strong Learning Outcomes, in an equitable manner, with explicit monitoring of distinct groups (including, but not limited to, women and girls, boys and men, those impacted by poverty, pupils with special educational needs, gifted and talented pupils, pupils in outlying areas, out of school pupils, and persons living with disabilities), disaggregated to ensure all pupils are able to access quality education	Monitoring equitable access to quality education	1	Representative sample based external benchmarking to be introduced to ensure that all pupil groups are making strong attainment and progress, with quality data informing interventions and pedagogy. (What does this mean, as VANSTA is not sampling but census. Only PILNA is sampling used.)	<ul style="list-style-type: none"> Assessment Data upload to OV 	EAU	1,571,031,285 (VUV)	123,803,676 (VUV) ⁸
			2	Ensure 100% of teachers are making demonstrable use of assessment data in planning learning and teaching activities, catering the specific needs of individual pupils, and groups of pupils.	<ul style="list-style-type: none"> Report of Primary Schools apply the Curriculum and Assessment and Reporting guideline 	CDU		
4	Promote and mainstream Inclusive Education so that all children have equitable access to school	Children have equitable access to schools	3	Inclusive Education Policy reviewed and implemented	<ul style="list-style-type: none"> Review Inclusive Education Policy approved 	ESD National Program		
5	Promote and mainstream HPS in schools, so that children have equitable access to HPS activities and equitable access to quality WASH facilities in schools	Children have equitable access to HPS activities and equitable access to quality WASH in Schools facilities	4	Scale up WinS (WASH in Schools) national framework (develop and implement WinS policy, standard, guidelines, curriculum	<ul style="list-style-type: none"> HSP policy implement in schools report 			

⁸ This figure is only provided by the VESP support program.

7	Strengthen partnerships and communications between schools and communities, with the view of improving learning and access	Community engagement	5	Finalize and implement communication strategy (inclusive of communication before/during/after disaster)	<ul style="list-style-type: none"> Communication strategy approved 			
8	Strengthen Disaster Risk Reduction and Management (DRRM) to face climate change and natural disasters	Strengthen Disaster Risk Reduction and Management (DRRM)	6	Review and implement Education in Emergency Policy	<ul style="list-style-type: none"> Review Education in Emergency Policy approved 			
			7	Implement the Ministry Contingency Plan through Strengthening coordination amongst Ministry and other line ministries and stakeholders to be better prepared to respond effectively to disasters	<ul style="list-style-type: none"> Review Contingency Plan approved 			
			8	Increase Ministry leadership of Education and Training cluster activities; including strengthening the Education Cluster	<ul style="list-style-type: none"> Review MoET Cluster TOR approved 			
9	Reduce the number of out-of-school children	Out of School Children Reduction	9	Provision of training and support to schools and teaching staff to ensure appropriate support of children re-entering the education system	<ul style="list-style-type: none"> TVET in School and ODL policy approved 			
10	Eliminate grade repetition	Grade Repetition Elimination	10	Awareness campaign to ensure all teachers are aware that grade repetition is to be eliminated (Do check the legislations and policies relating to this. The NARP makes provision for repetition. A child centred approach in teaching and learning is in conflict with this. Children have different paces in learning.	<ul style="list-style-type: none"> Awareness & Consultation on Child Safe Guarding Policy/Student Welfare Policy Report 	ESD Basic and Secondary		

11	Review and Implement National Education Language Policy with the view of improving teaching and learning in schools	Review and implement National Education Language Policy by 2030	12	Review the existing Vanuatu National Language Policy and Implement the new Vanuatu National Education Language Policy	<ul style="list-style-type: none"> Research finding of the effectiveness of the current policy and ways to improve it. Final Report and recommendations about the NLP delivered to MoET Senior Management 	CDU		
14	Support quality curriculum reform and harmonization of assessment practices to achieve uniform curriculum in government and government-assisted schools	Harmonize assessment practices	13	Review the National Assessment and Reporting Policy	<ul style="list-style-type: none"> Review National Assessment Policy Approved 	EAU		
			14	Review Supervision Manual & Finalize and implement Assessment Manuals	<ul style="list-style-type: none"> Supervision Manual review approved. Accreditation/ Verification/ Moderation/ IA Approval manuals approved 			
			15	Implement relevant assessment mechanisms (PacSIM, 4D, TITAN, etc.)	<ul style="list-style-type: none"> Report of relevant assessment mechanisms utilised and uploaded to OV 			
			16	Implement Y.13 common examination and assessment	<ul style="list-style-type: none"> Y.13 Francophone results is reported using PacSIMS 			
			16	Harness VANSTA, PILNA, ARTTLe in primary schools.	<ul style="list-style-type: none"> Report of ARTTLe/VANSTA/PI NA implementation 			
			17	Improve Year 10 Mathematics performance	<ul style="list-style-type: none"> Report Year 10 Mathematics National Examination Raw mean is above 40 			
		High quality / Standard curriculum	18	Development and implementation of the reviewed national primary and secondary school curriculum - Provision	<ul style="list-style-type: none"> Report Primary & Secondary Schools implementing the new curriculum as intended 	CDU		

		system in place		of relevant and appropriate National Curriculum to all schools - Professional Development of key curriculum reform indicators	<ul style="list-style-type: none"> Year 7 - 10 syllabi developed Curriculum Training and support to provincial officers Report Science, Mathematics and Language Subject Panel workshop Consultation report Strengthening Design and Technology (Specialize) Subjects in secondary schools Reviewed Subject choice policy approved (Year 7 - 13) Phonics training for ECCE - Yr3 Teachers (Tafea & Torba) 	ESD		
20	Develop and Implement School Inspector Guidelines and strengthen SIP Practice	School Improvement Unit Policy implementation	19	Finalise and implement School Improvement Unit Policy	<ul style="list-style-type: none"> 30% Teachers (Primary & Secondary) Observation Report 	SBM		
			20	Support schools to develop and implement their SIPs	<ul style="list-style-type: none"> Harmonize School Standards awareness report Harmonize School Standards Approval 			
					<ul style="list-style-type: none"> Report of the implementation of Harmonize Standards in schools that have the 52 TSC appointed Principal. 			
21	Implement ECCE Policy and Minimum Quality Service	<ul style="list-style-type: none"> ECCE standards data report upload into OV 	ECCE					

				Standards to monitor and improve quality of pre-school education	<ul style="list-style-type: none"> Facilitation of 10 Hybrid ECCE Centres construction in SANMA and PENAMA report (TC Harold Response). Review ECCE grant policy Training of ECCE Committee 			
			22	Implementation and timely reporting of school improvement plans, with accountability of school council, into OV	<ul style="list-style-type: none"> SIP template built in OV 	ESD		
			23	Strengthening & monitoring School Improvement Plan (SIP)	<ul style="list-style-type: none"> 30% Principal (Primary & Secondary) attended Leadership training 	SBM		
					<ul style="list-style-type: none"> 50% principal (Primary & Secondary) attended Principal forum) 	ESD		
			24	The use of Open VEMIS in school planning	<ul style="list-style-type: none"> Teacher attendance tab build in OV Inspection tab build in OV 			
		Develop School Inspector Guideline	25	Develop and implement School Inspector Guideline	<ul style="list-style-type: none"> 30% Teachers (Primary & Secondary) Inspection Report 	SBM		

4.6 Tertiary Education Directorate (TED)

Str. #	VETSS strategy Description	Activity Area	Act #	Activities	Key Performance Indicator	Division /unit responsible	Total Budget (Rec)	Total Budget (Dev)
9	Reduce the number of out-of-school children	Out of School Children Reduction	1	Data on Out of School Children monitored closely, with effective mitigation strategies adopted to rapidly ensure all children have equitable access to quality education	• Drafted TVET in school developed	ESD/TED/TVET	1,359,408,946 (VUV)	6,937,658 (VUV) ⁹
			2	Provision of training and support to schools and teaching staff to ensure appropriate support of children re-entering the education system	• Senior Secondary Schools registered as TVET in school provider			
11	Review and implement National Education Language Policy with the view of improving teaching and learning in schools	Review and implement National Education Language Policy by 2030	3	Development and implementation of a bilingual/plurilingual education policy and system	• Establish a bilingual/Plurilingual education Policy	HE/TVET/TED/ES		
13	Review and implement IT Policy to improve teaching and learning in schools	IT Policy Implemented by 2030	4	Increase use of ICT in schools through multiple actors, and manage establishment of computer labs in schools where possible	• PSET Providers uploading modules on line	TED/TVET/IT		
			5	ICT support and infrastructure coordination provided from the MoET central level to provincial and school levels	• Stock take and assessment of existing equipment in RTCS is conducted			
14	Support quality curriculum reform and harmonization of assessment practices to	Harmonize assessment practices	6	Use Open VEMIS to improve and strengthen the management of examination and assessment database and improve reporting	• ALL PSET institutions are enter data on Open VEMIS			

⁹ This figure is only provided by the VESP support program.

	achieve uniform curriculum in government and government-assisted schools			of assessment back to school and parents	<ul style="list-style-type: none"> Create an Open VEMIS TED focal point officer within TED 			
15	Improve enrolment and quality in tertiary education by developing and implementing the Vanuatu National University Act	Develop and implement Vanuatu National University Act	7	Develop and enact legislation for higher education including national university and other institutions	<ul style="list-style-type: none"> Establish an Higher Education Policy and a Strategic Plan for National University of Vanuatu (NUV) 	HE/TVET/ TED/VQA/ PSET providers		
			8	Regulate the payment of grants to PSET providers and other institutions	<ul style="list-style-type: none"> Establish MOU with PSET Providers 	TED/TVET/ VQA/PSET providers		
					<ul style="list-style-type: none"> PSET Provincial Institution to be under Provincial Board 			
					<ul style="list-style-type: none"> A COM paper on the governance of PSET institutions is developed 			
<ul style="list-style-type: none"> Grant Code to be finalised 								
16	Strengthen enrolment and quality of Post School Education Training (PSET) sector by reviewing and implementing PSET Policy	Review and implement Post-School Education and Training Policy	9	Develop Provincial Skills Centres in remaining provinces (Shefa and Penama)	<ul style="list-style-type: none"> SM paper /DCO/COM Paper 	TED/PPU/ VSP		
			10	Ensure all PSCs are adequately funded with suitable infrastructure and facilities	<ul style="list-style-type: none"> Review of MOU with VSP and establish a joint work plan with TED and VSP 	TED/VSP/ VQA		
			11	Diversify opportunities for Open Distance Learning and other school-based skill training and develop and deliver bridging programs to facilitate pathways to PSET	<ul style="list-style-type: none"> Participate in the National ODL conference 	TED/ESD/ VSP		

			12	Review PSET Policy	<ul style="list-style-type: none"> Mapping of policy implementation 	TED/TVET/PPU/VQA/VSP		
			13	Implement the Language, Literacy and Numeracy (LLN) strategy (Nov 2018)	<ul style="list-style-type: none"> Recruitment of LLN coordinator 	TED/HR/VSP		
			14	Ensure scholarships meet NSDP priorities and National Human Resource Development (NHRD) plan	<ul style="list-style-type: none"> Implement the proposed realignment that is linked to the occupational requirements in each NSDP objective, and to identified skill shortages and gaps in the private and public sector 	DSPPAC/VQA/TED/Scholarship Counterparts Labour Department/Chamber of Commerce		
			15	Strengthen recognition of prior learning and develop training pathways for Higher Education including: (i) the development and implementation of a Policy for Partial Scholarship (PPS) and (ii) increase collaborations with other training institutions to offer more tertiary opportunities	<ul style="list-style-type: none"> MESS guidelines developed and implemented Support Scheme 			
			16	Encourage scholarship access for teachers willing to be upskilled in Inclusive Education	<ul style="list-style-type: none"> Upgrade the qualifications of the underqualified teachers teaching in Inclusive Education 			
					<ul style="list-style-type: none"> A qualification in inclusive education teaching is developed 			

17	Improve teachers' and school leaders' skills to support achievement of learning outcomes, by developing and implementing (1) National Teacher Quality Framework, (2) National Teacher Development Policy, (3) Teacher Registration and Licensing Policy and (4) Teaching Service Staff Manual Standards	Develop and implement National Teacher Quality Framework	17	Develop and implement the National Teacher Development Policy Framework and finalise and implement the National Teachers Development Plan (NTDP)	<ul style="list-style-type: none"> National Teacher Development Policy is finalised 	TED/NTD/PPU		
			18	Develop and implement the National Teacher Development Policy Framework and finalise and implement the National Teachers Development Plan (NTDP)	<ul style="list-style-type: none"> The National Teachers Development Plan (NTDP) is developed 			
			19	Develop and implement Bachelor in ECCE/ Primary and Secondary education (VITE)	<ul style="list-style-type: none"> The Cert IV ECCE is accredited 			
18	Strengthen centralized planning, budgeting and reporting to improve MoET's efficiency and effectiveness in using its resources	Planning, Budgeting, Financing, and Reporting processes are aligned	20	Annual Plan budget and reporting cycle is implemented at central, provincial and school level	<ul style="list-style-type: none"> Reports from PTC's are submitted to the central office 	TED/TVET		
			21	Managers actively participate in the planning and budgeting processes	<ul style="list-style-type: none"> PTC's submit their plan and budget to the central office 			
			22	Conduct capacity building on planning, budgeting and reporting at provincial level	<ul style="list-style-type: none"> Capacity building workshop for PTC's is conducted 			
19	Implement MoET Research Policy Guidelines	MoET Research Policy Guideline implemented by 2030	23	Allocate Academic Research scholarships for Masters and PHD	<ul style="list-style-type: none"> Create an annual budget line for Masters and PhD Scholarships, a Doctoral Unit is established within (NUV) 	Scholarship Unit/Higher Education/TEED		
			24	Conduct tracer studies for graduates to ensure efficient and responsive PSET provision and a coherent labour market training strategy	<ul style="list-style-type: none"> Tracer study is conducted 			

20	Develop and implement School Inspector Guidelines and strengthen SIP Practice	School Improvement Unit Policy implementation	25	Support schools to develop and implement their SIPs	<ul style="list-style-type: none"> Support PSET Providers with QMS 	TED		
			26	The use of Open VEMIS in school planning	<ul style="list-style-type: none"> PSET providers are coached on the use of Open VEMIS 	TED/PPU		
23	Strengthen Management Information System by using Open VEMIS to inform management and resource decisions	OPEN VEMIS data applied to all reporting and planning	27	Introduce use of Open VEMIS as part of the Management and Leadership course program at VITE	<ul style="list-style-type: none"> Open VEMIS is integrated and delivered in the Management and Leadership course content at VITE 	VITE/TED/PPU		
			28	Provide guides, materials, tools to support use of Open VEMIS, and provide ongoing training support	<ul style="list-style-type: none"> PSET providers are coached on the use of Open VEMIS 	TED/TVET		
			29	Ensure all school principals and administrators are trained to use Open VEMIS as the exclusive tool to manage school data	<ul style="list-style-type: none"> Training/Workshop for all PSET Providers in OV Phase 2 & 3 			
			30	Further development, improvement and upgrade of relevant Open VEMIS modules which impact on payment of school grants, and keep accurate and up-to-date scholarships / PSET data in order to be transparent and accessible for monitoring and decision making	<ul style="list-style-type: none"> All PSET Providers Uploading of Data 	TED/PPU/PSET providers		

4.7 Education Commissions and Council

4.7.1 Teaching Service Commission (TSC)

Str. #	VETSS strategy Description	Activity Area	Act. #	Activities	Key Performance Indicator	Division/unit responsible	Total Budget (Rec)	Total Budget (Dev)
17	Improve teachers' and school leaders' skills to support achievement of learning outcomes, by developing and implementing (1) National Teacher Quality Framework, (2) National Teacher Development Policy, (3) Teacher Registration and Licensing Policy and (4) Teaching Service Staff Manual Standards	Develop National Teacher Quality Framework	1	Develop the National Teacher Quality Framework	<ul style="list-style-type: none"> National Teacher Quality Framework Plan is developed 	TSC	9,524,263 (VUV)	4,050,367 (VUV) ¹⁰
			2	Develop and implement the National Teacher Development Policy Framework and finalise and implement the National Teachers Development Plan (NTDP)	<ul style="list-style-type: none"> National Teacher Development policy developed. 	TSC/TED		
		Implement teacher registration and licensing policy 2030	3	Creation and maintenance of a register of all teachers	<ul style="list-style-type: none"> Registration and licencing system active, Secured and Reliable, Percentage of Registered Teachers in Open-VEMIS 	TSC		
			4	Establishing standards for issuance of licenses	<ul style="list-style-type: none"> Number of Teaching License issued on Yearly, Triennium. 	TSC		
			5	Cancellation of licenses through under-performances and code of conduct breaches	<ul style="list-style-type: none"> Input to registration appeals process & Report on registration breaches 	TSC		
			6	Setting standards for professional performance and ethical conduct	<ul style="list-style-type: none"> Teaching Service Commission 	TSC		

¹⁰ This figure is only provided by the VESP support program.

					Appraisal Policy and System		
		Teaching Service Staff Manual Standards	7	Implement the Teaching Service Staff Manual and Principals and Teachers Minimum Standards	<ul style="list-style-type: none"> Implementation Report and Principals and Teachers Minimum Standards. 	TSC	
			8	Strengthen alignment between Teaching Service Commission (TSC) and PSC structures	<ul style="list-style-type: none"> PSC staff Manual and TSC Staff Manual Alignment Report 	TSC	
			9	Implement teachers code of conduct/ethics	<ul style="list-style-type: none"> Code of Conduct Implementation Process and Report 	TSC	
			10	Establish teachers /trainers/ lecturer's succession plan with clear costing (TSC)	<ul style="list-style-type: none"> Teaching Service Commission Succession Plan 	TSC	
18	Strengthen centralized planning, budgeting, and reporting to improve MoET's efficiency and effectiveness in using its resources	Planning, Budgeting, Financing, and Reporting processes are aligned	11	Develop TSC Strategic Plan (2021 – 2030)	<ul style="list-style-type: none"> TSC 2021 – 2030 Strategic Plan developed 	TSC/PPU	
30	Develop and implement School Inspector Guidelines and strengthen SIP Practice	Develop School Inspector Guideline	12	Develop and implement School Inspector Guideline	<ul style="list-style-type: none"> School Inspector Guidelines and Implementation Report 	TSC/ESD	
21	Plan and deliver the devolution of MoET functions to improve service delivery to schools	MoET organisational structure and formal roles and responsibilities documented	13	MoET structure reviewed and implementation of devolution	<ul style="list-style-type: none"> TSC structure / Job descriptions/ reviewed 	TSC	
			14	Strengthen the compliance of policy through devolution strategy	<ul style="list-style-type: none"> School Inspectors Job Descriptions reviewed 	TSC	

			15	Strengthen alignment between Teaching Service Commission (TSC) and PSC structures; and undertake periodic assessment of Ministry organizational structure	<ul style="list-style-type: none"> • Publication of Alignment Report 	TSC/HR		
23	Strengthen Management Information System by using Open VEMIS to inform management and resource decisions	OPEN VEMIS data applied to all reporting and planning	16	Improve MoET's archive storage systems; and respective units rationalizing and reviewing hard copy files to avoid duplication of what is already in OV and Ministry Website	<ul style="list-style-type: none"> • TSC archive storage system 	ICT/TSC		

4.7.2 Vanuatu Qualifications Authority (VQA)¹¹

¹¹ The VQA has not submitted its Business Plan to the Ministry of Education and Training. The VQA is receiving an annual grant of VUV 92,037,107, in 2021.