



GOVERNMENT
OF
THE
REPUBLIC
OF
VANUATU



CORPORATE PLAN

2024 - 2028

Ministry of Education and Training

Produced by the Policy and Planning Directorate

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1. Message from the Hon Minister and the Director General for the Ministry of Education and Training

We are delighted to introduce the Corporate Plan of the Ministry of Education and Training for the period 2024 - 2028.

This Corporate Plan reflects a change of attitudes, structures, policies, and resource allocations that are closely aligned with the Government of Vanuatu's overall policy framework.

The Ministry of Education and Training is committed to delivering and improving education in Vanuatu according to three key objectives listed below:

- Increase equitable access to education,
- Improve the quality of education; and,
- Improve planning, fiscal and financial management in the sector.

The Corporate Plan will guide the Ministry of Education and Training to achieve end results through the programs, outputs and intermediate outcomes that are outlined in the plan. The Corporate Plan's results framework (Monitoring Framework) will help to measure progress toward the Vanuatu Education and Training Sector Strategy (VETSS) outcomes in education.

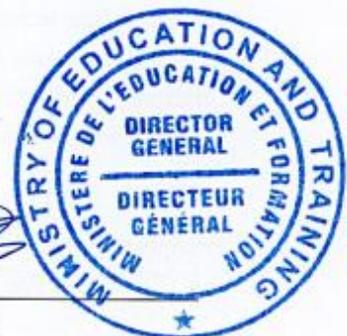
Over the next planning period, the Ministry of Education and Training will review the degree of success that has been achieved and will modify its programs to ensure proposed changes are realized.

The Ministry of Education and Training is confident and committed to implement this corporate plan to the best of its ability. All Directorates are expected to continue to work as a team to deliver these results.

We thank you all for your collaboration.



The Hon Simil Johnson
Minister of Education and Training.



Iati Bergmans
Director General
Ministry of Education and Training

2. The Corporate Plan Vision, Mission Statement, 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.

3. Strategic Directions for the education sector

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.

3.1. Government of Vanuatu National Sustainable Development Plan

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 1: 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

3.2. 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

3.3. 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.

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.

Table 1: 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
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 > 02 >
SDG4 indicator list 2023 02 28>

4. Functions of the Ministry and Training

4.1. Service to the Public

The primary purpose and responsibility of the Ministry is to provide educational learning and training services to children, youth, and adults across Vanuatu.

4.2. Policy and Regulation

The Ministry provides services according to policies and regulation delineated by the Government of Vanuatu. The Ministry of Education and Training is regulated by the Education Act No. 9 of 2014, the Education Regulation Order No. 44 of 2005, and the Education Regulation (Amendment) Order No. 107 of 2019. The Act and the Order were reinforced by various sub-policies that strive to ensure smoother implementation of the Education Act and the delivery of its functions.

4.3. Governance

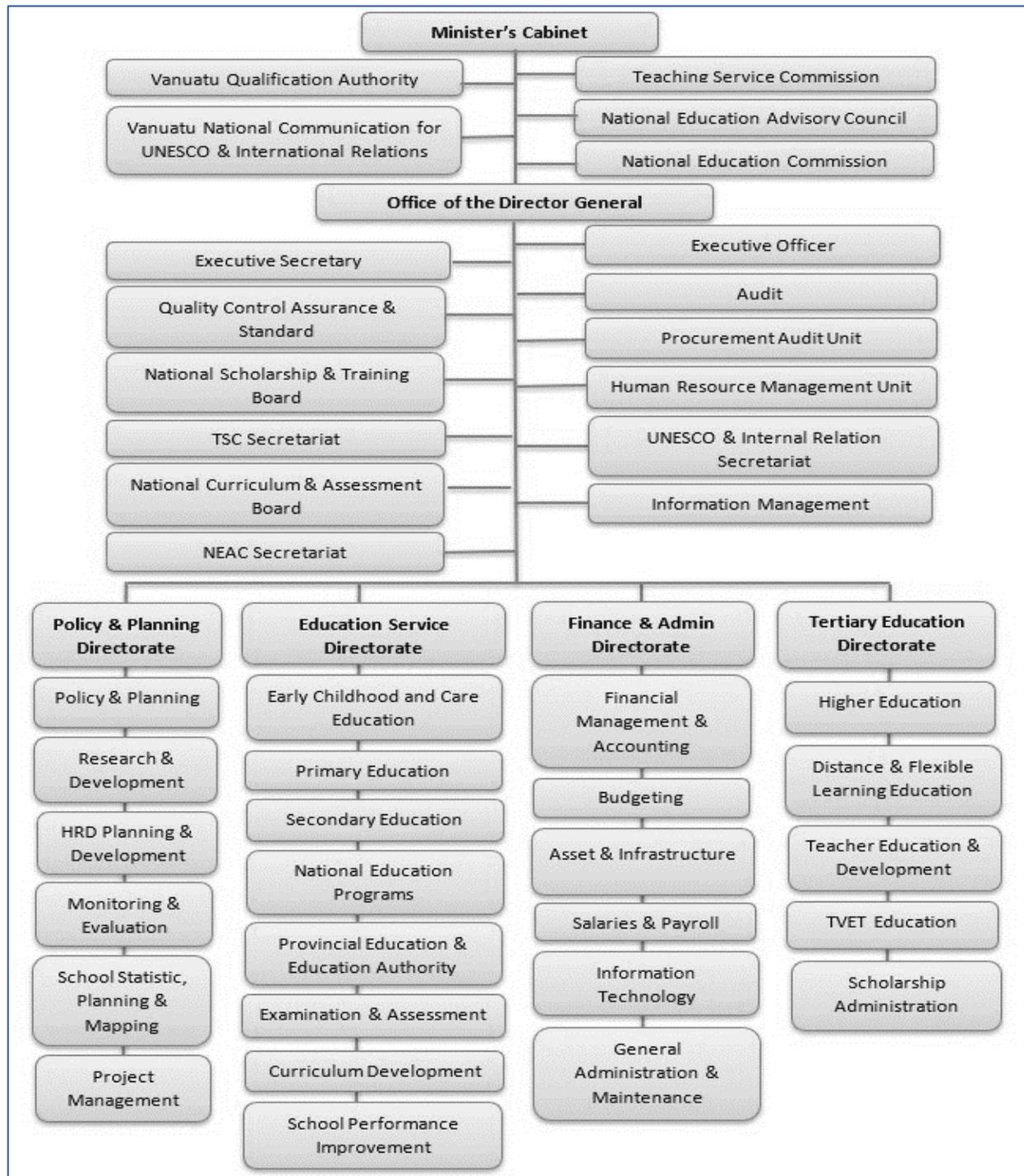
The Ministry of Education and Training is responsible of monitoring the following entities:

- The National University of Vanuatu,
- The Teaching Service Commission,
- The Vanuatu Qualification Authority,
- The Vanuatu National Communication for UNESCO and international relations,
- The National Education Advisory Council,
- The National Scholarship and Training Board and,
- The National Curriculum and Assessment Board.

4.4. Organizational Structure

The reconstructed organizational structure (Figure 2) is based on the approved 2014 MoET structure and does reflect recent function re-alignments.

Figure 2: MoET Organizational Structure



5. Environment or Context Scan (Supports and Risks to implementation)

The environmental scan is undertaken to identify on the one hand, internal and external strengths, and opportunities and on the other hand, internal and external weaknesses, and threats. Internal refers to the operational efficiencies, capabilities, resources (physical and staff) and finances within the Ministry. Whereas external refers to the environment or context outside of the Ministry such as new regulations, market trends, competition, competing priorities etc. This list enables Directorates to build on and utilize strengths and opportunities in the implementation of programs. Similarly, awareness of the weaknesses and threats would allow Directorates to prepare appropriately for the challenges that they could face during implementation.

Table 2; SWOT Analysis

INTERNAL	EXTERNAL
Strengths and Opportunities (Supports for program implementation)	
<ul style="list-style-type: none"> ➤ Openness to reform and achieving results for the education sector. ➤ Qualified and experienced manpower available to manage and administer the system. ➤ New curriculum being developed. ➤ Focus on improved infrastructure availability with certified school standard building designs. ➤ Locally built and managed education management information system (Open VEMIS). ➤ School finances and School Land data recorded on Open VEMIS for review. ➤ Platforms (Joint Sector Review, Joint Planning, Local education Group meetings) established for collaboration and coordination. ➤ Steering committees established to enable relevant and critical programming for sector improvements. 	<ul style="list-style-type: none"> ➤ Well setup ICT infrastructure. ➤ Significant recurrent budget share from the government (18% in 2024). ➤ Community and education authority support ➤ School Grants program honoured by the Government. ➤ Good networking and participation in the interministerial working groups. ➤ Availability of government scholarships for capacity building. ➤ Significant direct donor financing through the government system. ➤ Recognition of Christian values and affirmation of local culture. ➤ Good relationship with other sectors and donor partners working in other sectors.
Weaknesses and Threats (Also represents risks to program implementation)	
<ul style="list-style-type: none"> ➤ Outdated education and training delivery structures contributing to inefficiencies and ineffectiveness. ➤ Imprecise and sometimes duplication of functions due to unaligned legislation, policy, and organizational structure. 	<ul style="list-style-type: none"> ➤ Non-compliance or refusal of stakeholders to execute sub-sector policies ➤ Several legislated governance bodies not established and not functional

<ul style="list-style-type: none"> ➤ Devolution incomplete with inadequate staffing and clarity in responsibility and accountability. ➤ Education not compulsory contributing to low enrolment and dropout. ➤ New curriculum role out. ➤ Dual education system challenging administration and financing of education ➤ System inefficiency leading to dropout, repetition, and low student achievement levels. ➤ Teacher and principal training impact unclear. ➤ Performance management systems (especially of teachers and principals) are not in-place affecting quality service delivery. ➤ Textbooks and instructional materials production and distribution system not in place. ➤ Substandard school infrastructure and buildings constructed before 1980 that need to be replaced. ➤ Lack of consultation affecting stakeholder participation and support for policy implementation ➤ Capacity of government to manage and implement donor financing and programs ➤ Mismanagement, political interference, or political instability, ➤ Burn out of government staff due to work overload due to high turnover or inadequate staff. 	<ul style="list-style-type: none"> ➤ Competitive environment affecting recruitment of skilled teachers. ➤ Substandard implementation of the Education Act with ad-hoc breaches of the Act and non-compliance. ➤ Rapid population growth putting pressure on service delivery. ➤ Economic issues affecting financing. ➤ Unstable mobile network and coverage, for communication. ➤ Community disputes over land or school management. ➤ Vulnerable to climate change and natural disaster. ➤ Political climate not conducive to progress to education.
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6. Directorates and Leading Agency – Functions and Priorities

Ministry of Education and Training Directorates are instrumental to implementing the vision, mission, and values for the educational system in Vanuatu.

The guiding values of planning for the Ministry of Education and Training, is meant to facilitate Directorates play their part. These values include ensuring

- ❖ the planning process is not too ambitious, but kept consistent, simple, and understood by all,
- ❖ the plans are aligned and integrated,
- ❖ the planning approaches are collective and coordinated, and most importantly,
- ❖ the plans are result oriented and measurable.

6.1. Director General's Office

The Director General's office (DGO) provides oversight of the entire education system. Important areas in this office include, annual reporting, quality control and standards, audits, procurement, information management human resource management and UNESCO internal relation secretariat. In the results framework, the DGO is responsible for many of the outputs and programs in the third pillar, namely management. With the Directorates in the Ministry of Education and Training, the DGO is responsible for developing and implementing disaster mitigation plans that are clear and implementable.

6.2. Teaching Service Commission

The Teaching Service Commission (TSC) is responsible for employment of teachers and principals of all government financed institutions. Therefore, the TSC manages the work of all teachers and principals working in government institutions in the education sector. This involves developing and implementing clear policies for recruiting teachers and principals, for deploying and transferring them across relevant institutions and for monitoring performance. Salaries are paid to teachers and principals, based on the implementation of clear job descriptions and related performance levels. Accordingly, the TSC accounts for the outputs in the quality and management pillars in this Corporate Plan. Most importantly, achieving many of the overall and intermediate outcomes and NSDP 2.2 will depend upon the extent to which TSC develops and implements the effective teacher and principal management policies and procedures.

6.3. Policy and Planning Directorate.

The role of the Policy and Planning Directorate (PPD) is to facilitate the identification of issues affecting education delivery and learners' attainment and to support the design of policies and plans to solve these issues in a manner that is efficient and effective. The PPD will be supporting MoET programs that will be delivering specific outputs to generate specific intermediate outcomes, under the access and the management pillar, in this revised CP design. The PPD support toward the access pillar focusses on two intermediate outcomes: increasing equitable access opportunities for children to attend schools and school disaster mitigation. The PPD support towards the management pillar

focuses on five intermediate outcomes: (i) establishing MoET capacity building mechanisms; (ii) improving and aligning MoET governance and functions; (iii) ensuring availability of data to guide resource allocations; (iv) supporting decision-making based on evidence; and (v) establishing clear planning and reporting mechanisms.

6.4. Finance and Administration Directorate

The Finance and Administration Directorate (FAD) is responsible for all the Ministry of Education and Training budgets and expenditure in the MoET. Personnel salaries and program budget and expenditure are the purview of FAD. In addition, this Directorate implements all capital expenditure and grants to schools and other institutions. Within FAD, the ICT unit is responsible for monitoring key outcomes in the sector, ensuring internet connectivity, and for the functioning of all ICT equipment. Accordingly, the access intermediate outcomes and outputs would depend on FAD's improving access opportunities and ensuring equitable provision of infrastructure that meets established standards.

6.5. Education Services Directorate

The Education Services Directorate (ESD) represents a critical Directorate in the MoET with its responsibility for the effective functioning of all primary and secondary institutions in the country. While FAD provides the infrastructure and school grants, the ESD oversees the provincial education offices that have direct responsibility for all schools in their respective province. While TSC develops policies and guidelines related to teacher and principal management, ESD shares with the implementation of these policies and in the direct responsibility for consistent and effective teaching and learning taking place in all schools. Therefore, in this Corporate Plan, ESD programs and activities contribute significantly to the overall and intermediate outcomes associated with access and quality pillars. ESD is also accountable for the relevant program outputs leading to the access and quality outcomes.

Units housed in the ESD are responsible for specific areas. The ECCE unit oversees early childhood education. The primary and secondary education units look after all primary schools and secondary schools, respectively. The School Based Management supports school functioning in the provinces. The curriculum unit facilitates role out of the curriculum across Vanuatu schools. The examination and assessment unit are responsible for the testing of students learning across schools.

6.6. Tertiary Education Directorate

The Tertiary Education Directorate includes vocational, technical, and tertiary institutions. Increasing the number of students enrolled and successfully graduating from these institutions represent the overall outcomes. Most importantly, the overall outcome in the quality pillar for this Directorate focuses on the employment obtained by the graduates from these institutions.

The **Vanuatu Qualification Authority (VQA)** is the body that evaluates and accredits the courses offered by post-secondary institutions. The VQA's has a critical role in ensuring the right courses are accredited for a productive and sustainable Vanuatu economy.

7. Background to the Corporate Plan update

This Corporate Plan (2024-2028) outlines practical and operational arrangements to implement the above priorities. Two recent developments propel the revisions made to the existing Corporate Plan (2022-2026): The Vanuatu Public Service Commission Guidelines, and the Joint Sector Review Recommendations.

Vanuatu Public Service Commission Guidelines: In 2021, to standardize line ministries' planning and reporting processes, the office of the Vanuatu Public Service Commission (PSC) rolled out its planning and reporting guidelines and expectations for all line-ministries. These guidelines provide a structure and definition for the various dimensions in the planning and reporting process across the different sectors. The PSC guidelines inform the development of this Corporate Plan update.

Joint Sector Review: The Joint Sector Review (JSR) that was held in June 2023, also lays the foundation to revise the MoET Corporate Plan and to integrate the current MoET requirements. The JSR recommendations grouped under the broad headings below, represents a comprehensive list that applies to the limitations and challenges across the education sector.

- corporate and business planning,
- student outcomes,
- improving access to schooling,
- improving education quality,
- improving education management, and
- improving partnership and coordination

The JSR emphasized the need for developing a clear results framework that would outline program outputs for each Directorate and clearly define overall and intermediate outcomes that the sector intends to achieve.

8. Corporate Plan Strategy

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

8.1. Corporate Plan Design

Table 3: Corporate Plan Design

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	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

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
4. Schools are prepared for natural disasters	13. Comprehensive safety plan training conducted to all school/PSET institution principals	19. Support Inclusive Education initiatives	ESD
		20. Support is provided to schools/PSET institutions to develop comprehensive safety plan	ESD
		21. Support the implementation of comprehensive safety plan	ESD
	14. Digitize data collection tools	22. Monitor implementation of comprehensive safety plan	ESD
	15. Recovery projects implemented	23. Support data collection and mechanism to support disaster response	PPD
[SOC 2.3] 5. Enhanced school preparation programs - ECCE&KG. ⁵	16. Roll-out of parent support program to all provinces	24. Support the implementation of recovery activities for affected schools/institutions	FAD
		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
[SOC 2.3 & SOC 2.4] 6. Increased access to PSET institutions ⁶	18. PSET policy is reviewed and implemented	27. Support the Implementation of Early Childhood Development policy	ESD
	19. VNSDP policy is developed	28. Support the review and implementation of the PSET policy	TED
		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
		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
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
		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.	
		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:			
❖ Managing the teacher and principal workforce.			
❖ Improving governance, structure, and policy alignment.			

<ul style="list-style-type: none"> ❖ 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 teacher/trainers' management 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 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

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

[SOC 2.2] 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/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]	50. Established baselines	85. Support analysis of results by Directorates	PPD

18. Evidence based decision-making		86. Dissemination of baselines to Directorates	PPD
[SOC 2.2] 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
[SOC 2.2] 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	DGO/Minister/ PPD/TED/ FAD/ESD/ TSC/VQA

9. 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).

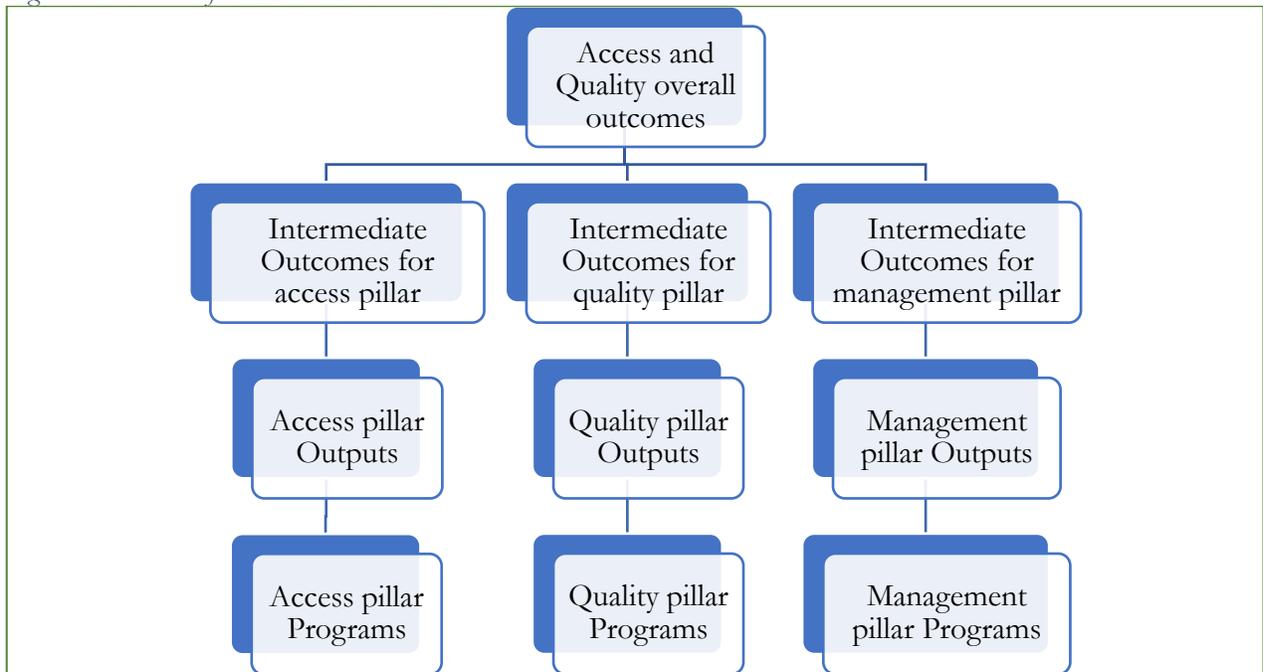
- The **overall outcomes** (included in the VETSS), represent what is to be achieved by the work of the entire Ministry. Overall outcomes are applicable only for the access and quality pillars. It is expected that Pillar 3 (management) will contribute substantially to achieving overall outcomes in access 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: Structure of the Results Framework



10. 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.

10.1. 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 4: 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

10.2. 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 5: *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

11. 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 6: 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 6. Increased access to PSET institutions	Increased enrolment in PSET	PSET
	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, trialled and implemented	TSC
	Teacher performance system with clear job descriptions developed and trialled.	TSC
	Deployment and transfer policy updated and trialled.	TSC
SOC 2.2 12. Implementing policies and procedures for principal management	Selection policy developed and trialled	TSC
	Principal performance system with clear job descriptions developed and trialled	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 15. MoET Governance and functions updated and aligned	Completing the review of the Legislations and Acts.	PPD/DGO
	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

12. 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.

12.1. 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 7: 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
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

12.2. 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 8: *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

12.3. 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 9: 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/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
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/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
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

13. Human Resource

13.1. Analysis of Current Organizational Structure

Divisional units under MoET have commenced structural review based on the needs and plans of each division.

13.2. Organization's OPSC approved staffing structures

The MoET functions and responsibilities are still carried out under the approved 2014 structure (refer to diagram, figure 1, pg. 5.).

13.3. Restructure rationale (if applicable) in next 5 years

No information provided

13.4. Retirement and Succession Plan

Next lot of retirements will be in 2030. Eighteen staff will be retiring between 2024 to 2030, and position will be filled by formal recruitment process. See Annex 3 for full list.

13.5. Training Plan

The training plan indicates that 13 staff are either in training or will be undertaking training in 2024 from various units within the MoET. Annex 4 includes a full list of this group of staff.

14. Budget

14.1. Current year budget

Summary of Operating & Payroll budget by department (2025).

Table 10: Summary of Operating & Payroll budget by departments

Dept. Code	Dep. Description/ Name	Operation Budget by Dept. (VUV)	Proportion of operation budget by Dept.	Payroll budget by Dept. (VUV)	Proportion of payroll budget by Dept.
510	Cabinet Support	12,372,726	0.30%	68,643,754	1.06%
530	Education Services Directorate	2,020,091,497	49.29%	5,680,642,623	87.79%
540	Director General	10,739,485	0.26%	51,855,680	0.80%
550	Education commissions & Councils	152,702,294	3.73%	34,339,506	0.53%
820	Finance and Administration Directorate	228,741,311	5.58%	191,070,992	2.95%
830	Policy & Planning Directorate	10,313,354	0.25%	44,819,624	0.69%
880	Tertiary Education Directorate	1,663,016,165	40.58%	399,418,346	6.17%
Grand Total		4,097,976,832	100%	6,470,790,525	100%

SMARTSTREAM – Finance unit 2024

Annex 5 provides a detailed breakdown of expenditure categories/directorate or leading executive annual budgets. Annual Budgets for Leading Executive or Directorates needs to align unit cost with program and activity in the Business plan.

14.2. 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 11: Five-year budget forecast

	Budget Year	Forward Estimate	Forward Estimate	Forward Estimate	Forward Estimate
Program	2024	2025	2026	2027	2028
Ministry of Education and Training	10,415.8	10,387.8	10,387.8	10,387.8	10,387.8
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

15. Annexes

1. Public Service Commission Glossary summarized

Table 12: 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 over-arching 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, considering resources needed and the potential risks.	Included in this Corporate Plan. See Section 8 “Corporate Plan Strategy,” 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.

2. 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 13: 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 14: 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

3. Retiring staff list – Ministry of Education and Training

Table 15: Staff retiring between 2024 and 2030

#	Name	Division/Unit	Retire Date	Successor
1	4 Persons	Education Services	2030	Advertise
2	4 Persons	Education Services	2029	Advertise
3	1 Person	Tertiary Education	2029	Advertise
4	1 Person	Administration and Finance	2028	Advertise
5	2 Persons	Education Services	2028	Advertise
6	1 Person	Education Services	2027	Advertise
7	5 Persons	Education Services	2025	Advertise

4. Training Plan - Ministry of Education and Training

This table below includes MoET Staff already in training or intending to undertake training, 2024 onwards

Table 16: MoET staff in training and intending to train

No.	Department/ Unit	Training Location	Training Mode	Study area
1	Shefa Education Office	Vanuatu	Face to Face	Leadership & Management
2	Finance Unit	Overseas	(Ext) Face to Face	BA Commerce in Management and Administration
3	Finance Unit	Overseas	(Ext) Face to Face	BA Commerce - Management & Public Administration; Business & Marketing
4	Examination & Assessment Unit	Overseas	Face to Face	MA Business & Administration
5	Education Services	Overseas	Face to Face	MA Education & leadership
6	Education & Assessment	Vanuatu	Online	PHD Education & Assessment
7	Curriculum Unit	Vanuatu	Online	PHD
8	Curriculum Development Unit	Vanuatu	Online	PHD Special & Inclusive Education

9	Tertiary	Overseas	Face to Face	BA Education
10	Policy & Planning	Overseas	Face to Face	Public Management / Policy Analysis Program
11	Shefa Education Office	Vanuatu	Face to Face	Leadership & Management
12	Examination	Vanuatu	Online	Public Management
13	Curriculum	Vanuatu	Online	Public Management

5. Budget Tables – Departments

Table 17: MoET Cabinet Operating Budget details, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
51	Total Annual Operation budget, MoET Cabinet	12,372,726	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan

Table 18: Summary of Education Services Directorate Operational budget details, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
53	Education Service Directorate		
53AA	Office of the Director of Education Services	1,440,352	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AB	Education Service Unit	10,162,695	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AC	Curriculum Development Unit	10,162,695	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AD	Examination & Assessment Unit	26,507,883	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AE	School Improvement Unit	1,943,857	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AF	National Early Childhood Education Unit	2,226,210	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AG	Primary Education Unit	1,369,950	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan

53AH	Secondary Education Unit	1,486,851	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AI	TVET in Schools Unit	971,620	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53AJ	National Education Programs Unit	1,472,841	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CA	Torba Provincial Education Board	6,239,814	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CB	Sanma Provincial Education Office	9,006,136	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CC	Penama Provincial Education Office	7,942,592	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CD	Malampa Provincial Education Office	8,790,008	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CE	Shefa Provincial Education Office	9,160,766	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53CF	Tafea Provincial Education Office	7,556,234	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53DA	Early Childhood Care & Education Grant	80,307,228	GRANTS
53DB	Kindergarten Teachers	0	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53EC	Primary Schools Grant	540,113,229	GRANTS
53ED	Primary Teachers Incidentals	5,595,021	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53FC	Secondary School Grant	197,430,846	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53FD	Secondary Teachers Incidentals	2,464,255	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
53 FE	Secondary Schools Tuition Fee	1,087,740,414	GRANTS

53	Total Operational Budget, Education Service Directorate	2,020,091,497
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Table 19: Summary of Director General Directorate operational budget details, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
54	Director General Directorate		
54AA	Office of the Director General	5,860,148	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AB	Internal Audit Unit	1,906,644	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AC	Quality Assurance & Standard Unit	218,794	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AD	Educational Bodies Coordination Unit	442,743	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AE	Communication Unit	381,512	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AF	Procurement Unit	849,581	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54AG	Human Resource Management Unit	1,080,063	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
54	Total Annual Operation Budget, Director General Directorate		10,739,485

Table 20: Summary of Education Commissions and Councils operation budget details, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
55	Education Commissions and Councils		
55AA	Teaching Service Commission	20,665,187	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
55CA	Vanuatu Qualification Authority	132,037,107	GRANT

55	Total Annual Operation Budget, Education Commissions and Councils	152,702,294
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Table 21: Summary of Finance & Administration Directorate operation budget details, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
82	Finance & Administration Directorate		
82AA	Office of Director Finance & Administration	1,330,633	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82AB	Finance Unit	2,250,319	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82AC	Administration & Asset Management Unit	3,022,342	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82AD	Information and Communication Technology Unit	17,313,273	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BA	Utilities	63,100,303	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BB	Contracts and Agreements	50,787,047	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BC	Facilities Maintenance	16,242,383	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BD	Severance Entitlements	67,495,011	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
82BE	Local Consultancy Services	7,200,000	
82	Total Operation Budget, Finance & Administration Directorate		228,741,311

Table 22: Summary of Policy and Planning Directorate operation budget details, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
83	Policy & Planning Directorate		

83AA	Office of the Director Policy & Planning	2,160,229	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83AB	Policy & Planning Unit	2,951,177	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83AC	School Statistics & Mapping Unit	2,201,948	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83AD	Research Unit	1,000,000	
83AE	Human Resources & Development Unit	1,000,000	
83BA	SEO Conference & Workshop	1,000,000	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
83	Total Operation Budget, Policy & Planning Directorate		10,313,354

Table 23: Summary of Tertiary Education Directorate operational budget, 2025

Code	Description	ANNUAL BUDGET 2025 (VUV)	COMMENTS
88	Tertiary Education Directorate		
88AA	Office of the Director of Tertiary Education	3,213,988	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AB	Training & Scholarship Coordination Unit	14,738,590	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AC	Technical & Vocational Education Unit	16,823,034	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AD	Higher Education Unit	3,175,395	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88AE	Teacher Education Unit	1,002,487	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88CA	Vanuatu National University	272,334,840	GRANT
88DA	Vanuatu Government Scholarship Fund	998,369,211	GRANT

88ED	Vanuatu Institute of Teacher Education Grant	44,432,900	GRANT
88EF	Teacher Education Teachers Incidentals	1,520,283	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88FA	Vanuatu Institute of Technology	10,000,000	
88FC	Vanuatu Institute of Technology Grant	65,221,670	GRANT
88FD	TVET Education Teachers Incidentals	1,520,283	Annual Budget of Operation needs to align unit cost with program and activity in the Business plan
88GB	USP Grant	11,850,000	
88HA	TORBA Provincial PSET Office	0	
88HB	SANMA Provincial PSET Office	46,170,479	
88HC	PENAMA Provincial PSET Office	0	
88HD	MALAMPA Provincial PSET Office	31,710,479	
88HE	SHEFA Provincial PSET Office	46,170,479	
88HF	TAFEA Provincial PSET Office	44,762,047	
88IA	Maritime Institute of Vanuatu	50,000,000	
88	Tertiary Education Directorate		1,663,016,165