



VESP Phase 1 Completion Report

December 2018



Vanuatu Education Support Program (VESP) is managed by Coffey, a Tetra Tech company, on behalf of the Australian Government and supported by the New Zealand Aid Programme.

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Abbreviations

ABP	Annual Business Plan
AIP	Annual Implementation Plan
BES	Barriers to Entry Study
CDU	Curriculum Development Unit
COM	Council of Ministers
DFA	Direct Financing Agreement
DFAT	Department of Foreign Affairs and Trade
ECCE	Early Childhood Care and Education
ELAC	Early Learning Advocacy Campaign
EoPO	End of Program Outcomes
ERP	Education Recovery Program
ESD	Education Services Directorate
ETSA	Education and Training Sector Analysis
GoV	Government of Vanuatu
GER	Gross Enrolment Rate
ISU	In-service Unit (VITE)
MAP	Management Action Plan
MDS	Ministry Devolution Strategy
MFAT	Ministry of Foreign Affairs and Trade (NZ)
MOET	Ministry of Education and Training
MQS	Minimum Quality Standards
NER	Net Enrolment Rate
NSIDP	National Schools Infrastructure Development Program
NSDP	National Sustainable Development Plan
NTDP	National Teacher Development Plan
PCR	Program Completion Report
PD	Professional Development
PEO	Provincial Education Officer
PPU	Policy and Planning Unit
PSC	Public Service Commission
PSIC	Provincial School Improvement Coordinator
PT	Provincial Trainer
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goal

Vanuatu Education Support Program

Milestone 26 – Completion Report | December 2018

SECCE	Strengthening Early Childhood Care and Education (Pilot)
SIO	School Improvement Officer
SIU	School Improvement Unit
TA	Technical Advisor
TC	Tropical Cyclone
ToC	Theory of Change
TSC	Teaching Service Commission
VANSTA	Vanuatu Standardised Test of Achievement
VEMIS	Vanuatu Education Management Information System
VERM	Vanuatu Education Road Map
VETSS	Vanuatu Education and Training Sector Strategy
VESP	Vanuatu Education Support Program
VITE	Vanuatu Institute of Teacher Education
VSC	VESP Steering Committee



Vanuatu Education Support Program (VESP) Phase 1

September 2013 to January 2019



Funding

Australia and New Zealand aid programs through a Delegated Cooperation Arrangement (DCA). Coffey International Development managed the bulk of the funds on behalf of the development partners.



Goals

Targeted support to Vanuatu Ministry of Education and Training (MoET) to achieve their long-term goals of improving education quality, providing more equitable access to education and ensuring a well-managed education system.



Contract number

68658



Contract value

AUD 32,952,525



Focus

Literacy and numeracy development from Kindergarten to Year 3

Implementation approach

› targeted › integrated › inclusive



OUTCOMES

End of Program Outcome 1:

Improved literacy and numeracy of Year 1-3 students



98%

of schools with Year 1-3 classes are implementing the new curriculum



Between 2009 and 2017, the number of Year 4 students meeting or exceeding the minimum standards for literacy and numeracy improved by:

22%
LITERACY

36%
NUMERACY

	2009	2017
Literacy (English)	23%	65%
Literacy (French)	22%	64%
Numeracy	49%	85%

Year 4 literacy and numeracy achievement VANSTA 2009 and 2017

End of Program Outcome 2:

Children including those with special needs have access to kindergarten and Years 1-3



Enrolment of children in Kindergarten and Years 1-3 at the official age improved significantly between 2014 and 2018

	2010	2014	2018
Kindergarten		45%	67%
Year 1	38%	50%	75%
Year 2	24%	40%	77%
Year 3	22%	35%	77%

*Net Enrolment Rate (NER)
Kindergarten and Years 1-3*



The retention rate of students from Year 1 to Year 4 has improved from 82.2% in 2010 to 91.5% in 2018



The percentage of children enrolling in Year 1 who have attended kindergarten has increased from 53% in 2010 to 66% in 2018

End of Program Outcome 3:

Effective education service delivery for kindergarten and Years 1-3 at central provincial and school level



100% of primary schools have undertaken a baseline assessment of their performance against the 15 Minimum Quality Standards (vs 0% in 2014)



95% of primary schools are implementing school improvement plans (vs 2% in 2014)



Delivery and management of school grants has improved with up to 90% of schools achieving compliance with strengthened grants criteria (from 66% in 2014)



The use of VEMIS data for planning, monitoring and reporting has increased at all levels

Quality



415

principals trained in instructional leadership



133

teachers enrolled in pilot courses at VITE for qualification upgrades



Classroom materials delivered to **432** primary schools catering for **51,690** students

Teacher's guides | Readers | Flipcharts
Language transition support materials | Posters
Dictionaries | Literacy and numeracy kits
Assessment guidelines



1,499 teachers with Professional Development (PD)

Effective teaching and learning training
Using teacher's guides
Language transition training

Access



29,450

people reached through community advocacy for right age enrolment and early learning



3,450

members of school communities attended child safeguarding awareness



433

primary schools surveyed against minimum infrastructure standards (including accessibility)

42

new classrooms built to quality standards in Tanna

18

school communities in Tanna contributed to the construction of new classrooms

3

schools engaged with their community to make their school more inclusive

Management

432

primary schools have school improvement plans focused on improving learning outcomes

282

schools have open VEMIS "log ins"

419

eligible schools and 612 ECCE centres received school grants

80

provincial personnel trained in preparation for devolution in 6 provinces

140

education leaders given awareness raising about child safeguarding and gender-based violence

1 Introduction

This document provides the Program Completion Report (PCR) for the Vanuatu Education Support Program (VESP) Phase 1, and is Milestone 26 (final Milestone) under Contract No 68658 between the Australian Department of Foreign Affairs and Trade (DFAT) and Coffey International Development.

VESP commenced in September 2013, building from an earlier form of joint Australian, New Zealand and UNICEF funded support delivered through the Vanuatu Education Road Map (VERM) program. The first phase of VESP (initially 3 years with two extensions) finishes on 31 January 2019 with Phase 2 due to commence in February 2019.

VESP Phase 1 was funded jointly by the Australian and New Zealand aid programs with New Zealand funds provided to the Australian Department of Foreign Affairs and Trade (DFAT) through a Delegated Cooperation Arrangement. Coffey International Development was contracted by DFAT to manage the bulk of the technical and operational support to the Ministry through a contract with a total value of AUD 32,952,525. Other funds for VESP were provided through a Direct Funding Arrangement (DFA) with the Ministry of Education and Training (MOET) to support School Grants and Early Childhood Care and Education (ECCE).

This report provides details of the Ministry and educational outcomes, outputs and achievements that can be attributed to the support that has been managed by Coffey. The MOET reports directly to DFAT on those VESP funds provided for disbursement through the DFA.

Key dates – VESP Phase 1

2010 – 2013	Vanuatu Education Road Map (DFA)
September 2013	VESP Secretariat established (Managing Contractor)
December 2013	VESP three-year implementation schedule endorsed
February 2014	First VESP Annual Implementation Plan approved
September 2014	VESP Phase 1 extension to June 2017
December 2016	Mid Term Review of VESP
June 2017	VESP Phase 1 extension to 31 January 2019
June 2018	VESP Phase 2 design
December 2018	VESP Program Completion Report

2 Program description

2.1 Goals, objectives and end of program outcomes

VESP supports the goals of the MOET Corporate Plan to deliver improved education quality, more equitable access to education and a well-managed education system.

VESP's program objectives are:

- All children achieve functional literacy and numeracy after six years of basic education and are equipped with the skills to continue to the next stage of education as a result of improved education quality.
- A comprehensive, adequately funded and inclusive education sector offering more equitable access to education for all.
- A well-managed education system at all levels to provide accessible and quality education to all children.

The End of Program Outcomes (EoPOs) are:

- Improved literacy and numeracy of Year 1-3 students.
- Children including those with special needs have access to kindergarten and Years 1-3.
- Effective education service delivery for kindergarten and Years 1-3 at central, provincial and school level.

2.2 Program implementation

Program implementation is through five interrelated strategies that are aligned to the MOET Corporate Plan and specified in the program design document:

- Training and supporting teachers to implement a new curriculum.
- Strengthening early childhood education.
- Engaging communities through school-based management.
- Efficient delivery of facilities.
- Improving the capacity of MOET to manage an effective, de-concentrated education system.

2.3 Program theory of change and results framework

The program Theory of Change (provided in Annex 1) was endorsed by the VESP Steering Committee in August 2016.

The Steering Committee also endorsed the results framework for planning, monitoring and reporting in VESP Phase 1 provided in Table 1 below.

Table 1: VESP results framework – Phase 1

End of Program Outcome 1: Improved literacy and numeracy of Year 1-3 students	
Intermediate Outcome: Increase in number of schools with teachers implementing the new curriculum for Years 1-3 using effective teaching and learning methodologies	
Output 1.1: New curriculum implemented for Years 1-3	Implementing Strategy 1: <u>Activity 1.1</u> Curriculum Implementation <u>Activity 1.2</u> Language Policy Implementation <u>Activity 1.5</u> Assessment, Reporting and Monitoring
Output 1.2: Training (pre-service and in-service) programs for primary teachers updated to meet quality standards	Implementing Strategy 1: <u>Activity 1.3</u> Training/Professional Development for New Curriculum <u>Activity 1.4</u> VITE Institutional Strengthening
1.3: ECCE strengthened to support early years learning	Implementing Strategy 2: <u>Activity 2.1</u> ECCE Policy Implementation
EoPO 2: Children including those with special needs have access to Years K-3	
Intermediate Outcome: Increase in number of schools and kindergartens implementing inclusion initiatives to improve access for children to Years K-3	
Output 2.1: Community engagement to support improved quality, access and participation in schooling	Implementing Strategy 3: <u>Activity 3.1</u> School Leadership Program
EoPO 3: Effective service delivery for Years K-3 at central, provincial and school level	
Intermediate Outcome 3: Provincial officers providing necessary support to school leaders	
Output 3.1: Infrastructure planning to support quality facilities and improved access to primary schooling	Implementing Strategy 4: <u>Activity 4.1</u> Primary Schools Construction Program
Output 3.2 School leadership to support improved learning in classrooms	Implementing Strategies 3 and 5: <u>Activity 3.1</u> School Leadership Program
Output 3.3 Provincial management to support service delivery at school level	Implementing Strategy 5: <u>Activity 5.1</u> De-concentration of education service delivery to schools <u>Activity 5.2</u> Evidence-based policy and planning

2.4 Program monitoring, evaluation and reporting

The efficacy of the program was continuously monitored through regular program planning and reporting, and through targeted reviews and evaluations. A key aspect of program monitoring has been to ensure engagement of the many counterparts and work units across the MOET to take lead roles in the design, delivery and dissemination of monitoring and evaluation results. Table 2 summarises the VESP monitoring and evaluation approach during Phase 1.

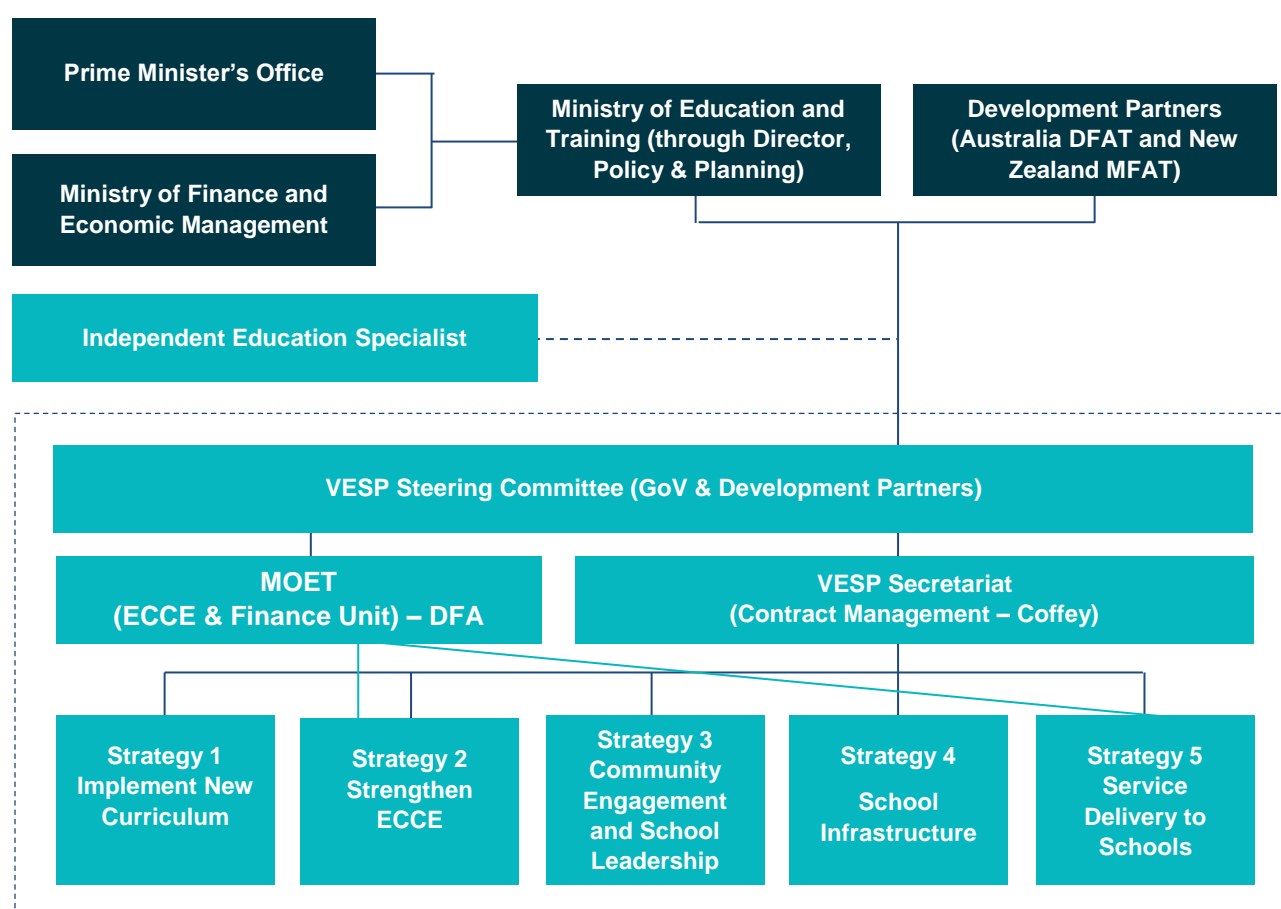
Table 2: VESP Phase 1 monitoring and evaluation

Type	Purpose	Reporting
<i>Activity monitoring</i>	Regular updates on AIP activities to MOET and development partners	VESP Monthly Report (June 2014 – December 2018) VESP View (Monthly 2017-18)
<i>Output monitoring</i>	Progress towards key outputs tracked for reach, coverage and quality	Six Monthly Progress Report (April 2014 – April 2018)
<i>Outcome monitoring</i>	Progress towards intermediate and end of program outcomes tracked	Reported annually (2015 to 2018) through Six Monthly Progress Report
<i>Monitoring studies and evaluations</i>	Studies to assess extent to which expected changes are occurring in key areas of the program and to provide evidence for future planning	Curriculum Monitoring Study (June 2017) School Leadership Monitoring Study (June 2017) Urban School Study (October 2018) Open VEMIS Evaluation Study (October 2018) Effective Teaching and Learning (October 2018) Yia 6 Klas 1 Campaign Study (August 2017) Inclusive Education Study (November 2018)
<i>Technical reports</i>	More detailed analysis of approaches taken to implement program strategies and respond to ongoing monitoring and evaluation	Lessons Learned: Distribution of literacy and numeracy kits to primary schools – (2015) Lessons Learned: Professional development for new curriculum (2016) Curriculum Monitoring Study: Institutional response (2017) Gender, Disability and Social Inclusion Strategy – Internal Review of strategy implementation (2017) School Leadership Monitoring Study: Institutional response (2018) Lessons Learned: Tanna primary school construction program (2018) Progress and challenges: Capacity development for devolution (2018)

2.5 Program governance

Governance of the program is through the VESP Steering Committee (VSC) which has oversight of program planning, implementation and progress monitoring. The VSC comprises representatives from the development partners (GoV, DFAT and MFAT) and is chaired by the Director General (DG) of MOET. The VESP Secretariat, which is located in the MOET, provides executive support to the Committee. MOET Directors and the Managing Contractor report to the VSC through its regular bi-monthly meetings. Figure 1 below shows the program governance structure for VESP Phase 1.

Figure 1: VESP Phase 1 governance structure



2.6 Program relevance

Program relevance has been maintained throughout VESP Phase 1 by ensuring the ongoing alignment of program implementation with the development priorities of Vanuatu (as focused through the MOET), Australia and New Zealand.

The overall focus of the program directly supports the commitment of the Government of Vanuatu to the UN Sustainable Development Goal (SDG) on inclusive and equitable quality education, especially that all girls and boys complete free, equitable and quality primary education leading to effective learning outcomes.

The National Sustainable Development Plan (NSDP), released in November 2016, charts the country's vision and overarching policy framework for achieving a “stable, sustainable and prosperous Vanuatu” within the next fifteen years. In doing so, the plan sets out the national priorities and context for the

implementation of the new global SDGs over the same period. VESP has aligned itself to this strategy in ensuring Society Pillar 2 “Quality Education” is realised and achieved.

Program delivery in Phase 1 was through a collaborative partnership between MOET, DFAT, MFAT and Coffey, with each committed to ensuring that ownership of activities being supported through the program were driven and owned by the relevant work units of the MOET and other agencies. The level and focus of VESP technical and operational support was monitored through GoV planning cycles for alignment to the goals of the NSDP, the priorities in the Vanuatu Education and Training Sector Strategy (VETSS) and the outcomes and outputs in the MOET’s three-year Corporate Plan and Annual Business Plan (ABP).

VESP aligns with DFAT’s Strategy for Australia’s Aid Investments in Education 2015-20 and three strategic policies: participating in early childhood development, improving learning outcomes and the quality of education, and universal participation with a focus on girls and children with disabilities. VESP reflects DFAT’s broader aid policy, around promoting prosperity, reducing poverty and enhancing stability. There is a focus on improving livelihoods and opportunities, developing the human capacity of ni-Vanuatu men and women. This is strongly supported through Australian aid’s three concurrent programs in Vanuatu (VESP, the Skills Partnership and the Australia Pacific Technical Coalition – APTC)

Support to MOET is also consistent with New Zealand Aid Programme Strategic Plan (2015-19) and Investment Priority of Education to “improve knowledge, skills and basic education”.

The VESP program remains relevant. There is evidence that VESP, as a tool for the Ministry, is helping to implement the Government’s agenda particularly in the early years of schooling (K to Grade 3). The issue of overage students should be a stronger focus of reforms within MOET. Planning for the ECCE program needs to be determined as a high priority and VESP should support MOET to strengthen the connections between Kindies and primary schools.

(Source: Vanuatu Education Support Program (2013-17) Mid Term Report, December 2016)

3 Program delivery VESP Phase 1

3.1 Operating context

Program delivery went relatively smoothly during VESP Phase 1, despite a number of changes to the operating context as a result of natural disaster events, as well as changes in the political and legislative environment. Other than the relocation of VESP construction works from urban Port Vila and Luganville to Tanna following Cyclone Pam, there were no major disruptions to the overall progress of program plans and activities. Changes to the focus and timing of activities were more often the result of MOET adjusting its expectations about the institutional capacity required to implement its reform agenda than the result of external factors, although these externalities inevitably slowed program delivery at times.

The resilience of the program in responding to context changes was due largely to the approach taken from the start, that ensured all activities supported through VESP were embedded in MOET plans and operations and were driven by the relevant MOET officers, while at the same time maintaining the agreed scope and focus of the program.

The following summary describes the major changes to the operating context between 2014 and 2018 and how the program assisted the Ministry in responding to these changes.

Natural disasters

Tropical Cyclone Pam (2015)

Impact Major damage to Shefa and Tafea provinces affecting around 250 schools and 35,000 children. A state of emergency declared in affected areas for three months. All MOET managers deployed to early recovery efforts. Activities in all provinces suspended during the emergency period.

Response VESP resources temporarily re-focussed to assist immediate recovery efforts (e.g. carrying out rapid assessments of damage, procurement of essential materials for affected schools, “back to school” support visits). VESP infrastructure funds were re-assigned from the planned urban works program and towards reconstruction of 42 classrooms on Tanna.

El Nino event in the Pacific region (2015)

Impact Food and water shortages caused by drought conditions resulted in some schools being closed. The event exacerbated the situation in some TC Pam affected areas, most notably in Tafea.

Response The situation was monitored by VESP TA with MOET managers and adjustments made as needed to the Annual Plan for 2016.

Manaro Voui volcano emergency in Ambae (2017-18)

Impact Following the eruption in September 2017 a state of emergency was declared and over 10,000 people were evacuated from Ambae to 70 centres in Luganville province. A return to Ambae commenced in 2018 but a further escalation of the volcano activity resulted in the government declaring the evacuation to be permanent. Sanma province absorbed the bulk of the evacuees but many have since relocated to Port Vila and other provinces to join families. The main impact on VESP supported activities was a delay in the delivery of VANSTA to Ambae students.

Response The VESP Community Engagement Coordinator was deployed to Ambae for 22 days to assist with early recovery efforts to minimise disruption to children’s schooling during the evacuation. The availability of up to date school, student and teacher data live in Open VEMIS greatly facilitated these recovery efforts. (See change story in Section 4).

Legislative and regulatory changes to the education sector (2014)

Impact A revised Education Act and new Teaching Services Commission Act were promulgated, and the training and vocational education functions were added to the Education portfolio. The MOET has needed to develop new structures, policies and procedures to integrate these substantial changes into existing systems.

Response Advisory and operational support has been provided as requested by MOET and where relevant within the program scope to support the new legislative requirements and functions. For example, VESP has assisted with development of policies and procedures for school and teacher registration.

Political climate (2015-16)

Election of a new government (January 2016)

Impact The latter half of 2015 saw a prolonged period of political instability culminating in the election of a new Government in January 2016. The education priorities for the new Government were TC Pam recovery in the short-term and the tertiary sector for the medium to long term. The main impact of these events was the temporary pre-occupation of activity managers with preparing briefings, implementation advice etc. for these priority areas. However, while these events caused some slowing of the MOET's reform agenda at the time, there has since been a relatively stable political context with the Minister being highly supportive of the MOET initiatives being supported through VESP.

Response The VESP team has continued to monitor government policy developments to identify potential risks and challenges for the program. At the request of the MOET, the VESP Planning and Budget Adviser assisted the Policy and Planning Directorate (PPD) to undertake a review of the Vanuatu Education Sector Strategy (VETSS) 2007-16 and to develop an Interim VETSS for 2017-18. Participation in this process has ensured that VESP support has remained aligned to Government and Ministry priorities. An example of this has been assisting the Finance Unit to absorb the policy and administrative implications of the Government's recent decision to provide grants for children in ECCE Centres and for students in Years 7-10

3.2 Implementation schedule 2014-18

The rollout of program activities was established through the VESP Implementation Schedule (a three-year rolling plan) and approved Annual Implementation Plans (AIPs) for 2014-18. The three-year schedule and annual plans were developed and reviewed regularly in close collaboration with MOET activity managers to ensure that expectations remained realistic, manageable and responsive to changing circumstances for the MOET.

Despite significant challenges and some delays discussed elsewhere in this report, a good momentum was maintained in rolling out program activities as planned over the five years of Phase 1. The rollout schedule for the implementing strategies and activities is provided in Annex 2.

3.3 Outputs VESP Phase 1

The program results framework for VESP Phase 1 set seven key outputs to be achieved as a result of the activities described above. The results framework for the program was reviewed and adjusted in May 2016 in consultation with the MOET to ensure the outputs and targets aligned to the MOET's own targets. In addition, targets were quantified where possible so as to provide a better source of data and information regarding the program's progress in supporting MOET to achieve its own agenda. Targets for each output were reviewed annually in collaboration with MOET activity managers.

Monitoring of progress towards the outputs was conducted through six monthly updates to the VESP Results Framework (Annex 3 – December 2018 update). Table 3 provides an overview of the extent to which each of the program outputs was achieved as planned.

Table 3: Progress of key outputs – VESP Phase 1

Output	Achieved	Result
New curriculum implemented in Years 1-3	<p>Year 1-3 curriculum materials to all (432)¹ schools</p> <p>Materials for Year 4 in 2019 to all schools</p> <p>Professional development (PD) for new curriculum delivered to 1399 primary teachers and 415 principals</p>	<p>Fully achieved</p> <p>PD delivery was slightly less than planned but did not affect implementation</p>
Training (pre- and in-service) for primary teachers updated to meet quality standards	<p>New courses written for VITE Bachelor of Education (Primary) semester 1, 2019</p> <p>External and online delivery of diploma level courses trialled with 133 in-service teachers</p> <p>Primary Teacher Upgrade Policy and Action Plan with senior management for approval</p>	<p>Partially achieved</p> <p>20% of courses for the first two years of the new B Ed updated as planned.</p>
ECCE strengthened to support early years learning	<p>SECCE Pilot completed (World Vision)</p> <p>ECCE Policy and 5-year Implementation Plan approved and being implemented</p>	<p>Unable to comment</p> <p>All other achievements for this output are reported through the DFA</p>
Community engagement to support improved quality, access and participation in schooling	<p>Inclusive Education case study in 3 rural schools and community awareness package (video and book) completed</p> <p>Right Age Enrolment and Early Learning advocacy campaigns reached 29,450 people through community events</p> <p>3,450 members of school communities attended awareness workshops for Child Safeguarding Policy</p> <p>MOUs with 18 school communities for contributions to Tanna classroom building works</p>	<p>Fully achieved</p>
Infrastructure planning to support improved access to primary schooling	<p>Asset surveys against Minimum Infrastructure Standards (including accessibility standards) completed for 433 primary schools</p> <p>42 classrooms 18 schools in Tanna to approved standards benefiting 3,346 students and 87 teachers</p> <p>Community school maintenance plans implemented in 18 Tanna schools</p>	<p>Fully achieved</p>

¹ 432 is the number of operating government and government assisted school registered in Open VEMIS as at the end of 2018. This is the base number used for the purposes of this report.

Output	Achieved	Result
School leadership to support improved learning in classrooms	<p>MQS self-assessment conducted by all (432) primary schools</p> <p>School Improvement Plans in all primary schools</p> <p>Instructional Leadership PD provided to 415 principals</p> <p>Awareness raising for Child Safeguarding and Gender-based Violence provided to 140 education leaders</p>	Fully achieved
Provincial management to support service delivery to schools	<p>School grants distributed to 419 eligible primary schools and 612 ECCE centres. Grant acquittals at 90%</p> <p>Ministry Devolution Strategy - training for 80 provincial, SIU and Inspectorate personnel (6 provinces)</p> <p>Education Authority and School Registration Policy approved and implementation underway</p> <p>School rationalisation criteria trialled and community consultations conducted for 20 potential rationalisation areas in 5 provinces</p> <p>Teacher Registration and Licensing Policy implemented – awareness raising reached 2957 teachers in 6 provinces (67% of all (4442) registered teachers)</p> <p>Open VEMIS modules operational for financial planning, school grants, infrastructure, professional development, disability, teacher qualifications</p> <p>Training in Open VEMIS for schools with internet - 282 schools with Open VEMIS “log ins”</p>	<p>Partially achieved</p> <p>Targets for grants, school registration, teacher registration and Open VEMIS were fully achieved</p> <p>Progress of devolution slower than planned (slow HR approvals)</p> <p>Targets for teacher deployment and performance management not met (policies developed but remain in draft)</p>

4 Program outcomes

Overall progress towards the EoPOs and the Intermediate Outcomes (for Phase 1) has been adequate with excellent progress in some areas (such as the impact of new curriculum) to slower progress in areas requiring more complex policy and institutional change. Progress towards the program outcomes was monitored and reported annually. The 2018 outcomes monitoring update is provided in Annex 4. The following section highlights some of the evidence used to demonstrate progress towards each of the program outcomes.

4.1 End of Program Outcome 1: Improved literacy and numeracy of Year 1-3 students

Key Results

- 98% of schools with Year 1-3 classes are implementing the new curriculum.
- The number of Year 4 students meeting or exceeding the minimum standards for literacy and numeracy has improved significantly.

Table 4: Year 4 students meeting or exceeding the minimum standards for literacy and numeracy in 2009 and 2017

	2009	2017
Literacy (English)	23%	65%
Literacy (French)	22%	64%
Numeracy	49%	85%

Good progress was made towards this long-term outcome with evidence of a significant increase in the number of Year 4 students achieving the minimum literacy and numeracy standard deemed essential to participate successfully in the next level of schooling. It is noted that this improvement cannot be attributed to interventions under VESP alone but represent the cumulative effect of a range of MOET and donor supported initiatives since 2010.

The principal data source for measuring progress towards the EoPO is the Vanuatu Standardised Test of Achievement (VANSTA) administered in 2009 and 2017. Table 4 below summarises the level of achievement of Year 4 students in literacy and numeracy in the 2017 VANSTA (i.e. the first cohort of students to complete Years 1-3 during VESP Phase 1) as compared to the 2009 VANSTA (a cohort completing Years 1-3 prior to the interventions supported through VERM and VESP).

Table 5: Year 4 literacy and numeracy achievement VANSTA 2009 and 2017

VANSTA Year 4	Level of Achievement			
	critically below	approaching	meeting	exceeding
2017 English Literacy	441 (11%)	1,022 (24%)	1,457 (35%)	1,280 (30%)
2009 English Literacy	56%	21%		23%
2017 French Literacy	267 (13%)	438 (22%)	688 (34%)	603 (30%)
2009 French Literacy	56%	22%		22%
2017 Numeracy	387 (6%)	474 (8%)	2719 (44%)	2,531 (41%)
2009 Numeracy	49%	15%		36%

The following observations are also made about the 2017 VANSTA results for Year 4.

- Girls out-performed boys in both literacy and numeracy.
This was particularly so for literacy with 71.5% of girls meeting or exceeding the minimum standard as opposed to 58.5% of boys. The difference is less for numeracy with 88% of girls meeting or exceeding the minimum standard as opposed to 85% of boys.
- Overall performances by English and French speaking students were comparable.
Mean scores for the literacy tests were 23.9 (English) and 23.4 (French). The only exception in the test was in the writing strand where 81% of students responding in English met the minimum standards for writing as opposed to 66% of those responding in French. For numeracy, 65% of English speaking students and 64% of French speaking students met or exceeded the minimum standard.
- There were differences in the levels of achievement between the provinces.
There was significant variation between the provinces, with differences somewhat dependent on the language of the test. Penama stood out as a strong performer, Sanma is relatively strong in French, Shefa and Malampa are similar to the nation in both English and French and Tafea and Torba have the highest proportion of students not meeting the minimum standard in either language.

Figure 2: Literacy performance by province

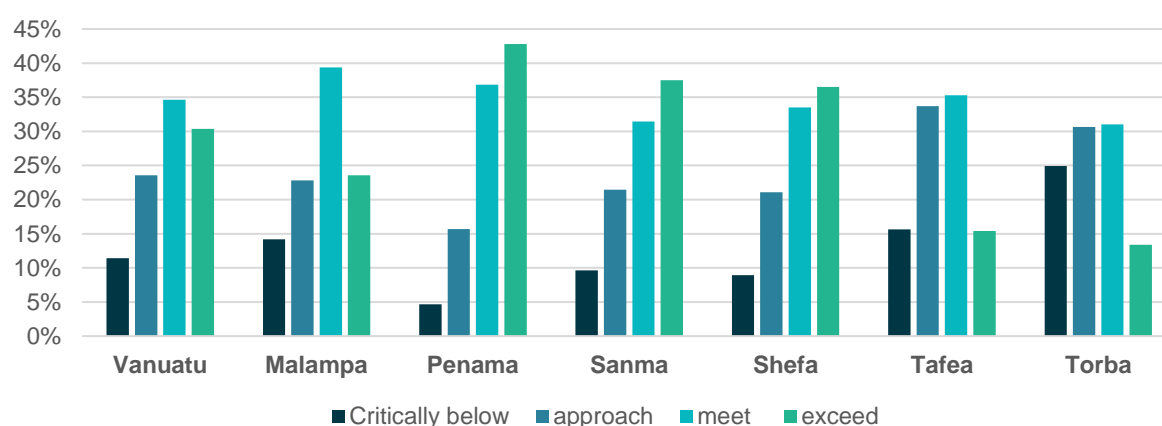
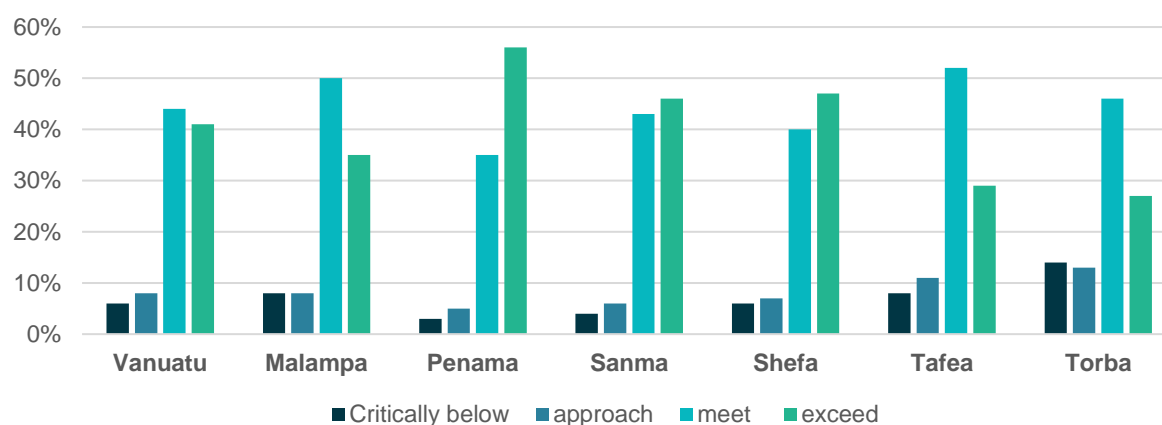


Figure 3: Numeracy performance by province



Intermediate Outcome 1: Increase in number of schools with teachers implementing the new curriculum for Years 1-3 using effective teaching and learning methodologies.

Progress towards this outcome has been adequate in terms of what could be expected at this stage of a nationwide curriculum rollout being managed by the Ministry with the resources available.

There is evidence that schools are using the new curriculum for Years 1-3; that teachers are adopting more child centred teaching and learning methodologies; and, that schools are generally implementing the new language policy for mother tongue learning in the early years.

The sources of evidence for these judgements include an independent Curriculum Implementation Monitoring Study (2017); interviews by School Improvement Officers (SIO) with principals and teachers using a curriculum implementation monitoring tool (2018); and, ongoing consultations between the School Improvement Unit (SIU), Curriculum Development Unit (CDU) and provincial school support personnel. Key findings from the evidence available are as follows.

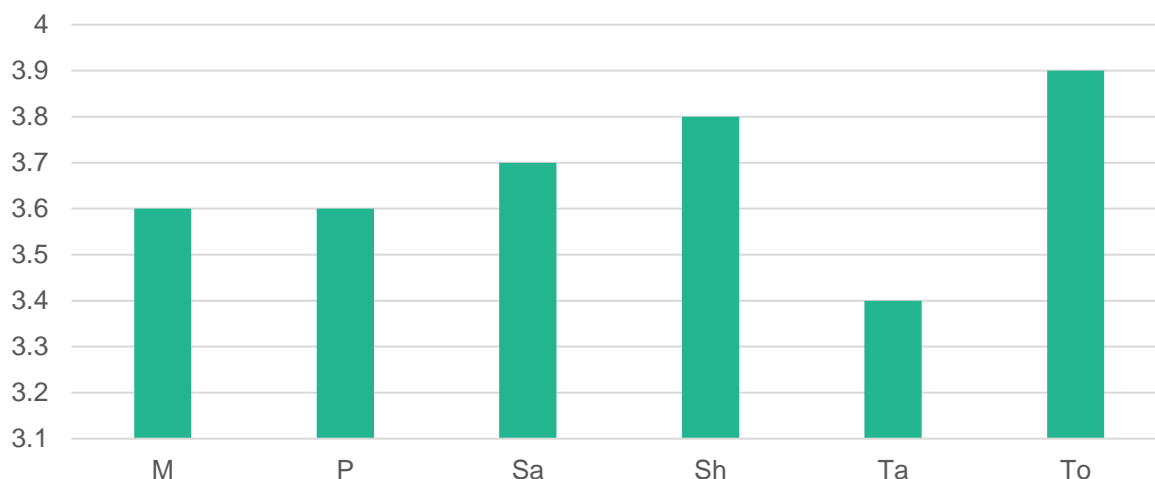
- Most of the schools who were sent materials for the new curriculum in Years 1-3 are using them. The extent and pace of implementation varies from school to school and between provinces as shown in the table below.

Table 6: Schools implementing new curriculum 2018

Province	Year 1	Year 2	Year 3
Tafea	100%	75%	75%
Shefa	99%	80%	70%
Malampa	100%	90%	75%
Sanma	100%	100%	88%
Penama	100%	95%	80%
Torba	99%	80%	70%
National	99.6%	86.7%	75%

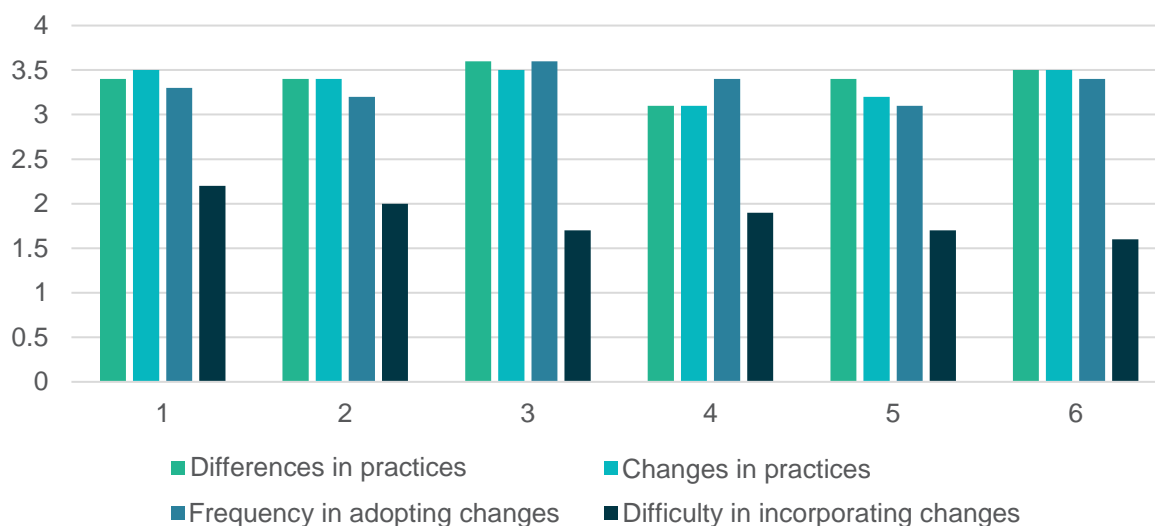
- Teachers report positive attitudes towards the new curriculum for Years 1-3 including the changes to the language of instruction. Where there was some resistance to moving away from French or English as the language of instruction in Year 1 it was evident that teachers and principals were not well informed about the policy or had not accessed the awareness-raising PD.

Figure 4: Teachers' perceptions of new curriculum by province. Source: CIMS (2017)²



- Curriculum reform initiatives appear to be impacting positively on classroom practice with teachers reporting through surveys that they are adjusting their teaching in response to new curriculum support materials and associated professional development. Monitoring through classroom observation and interviews with teachers and principals by curriculum and school improvement officers confirms these encouraging signs of changing practice as illustrated in the following graphs.

Figure 5: Change in behaviour and practice of teachers. Source: CIMS (2017)



² The scores were based on a 4-point Likert scale with 4 strong support and 1 is unhappy.

Figure 6: The extent to which teachers use child-centred methodologies. Source: Curriculum monitoring survey (CDU, 2018)

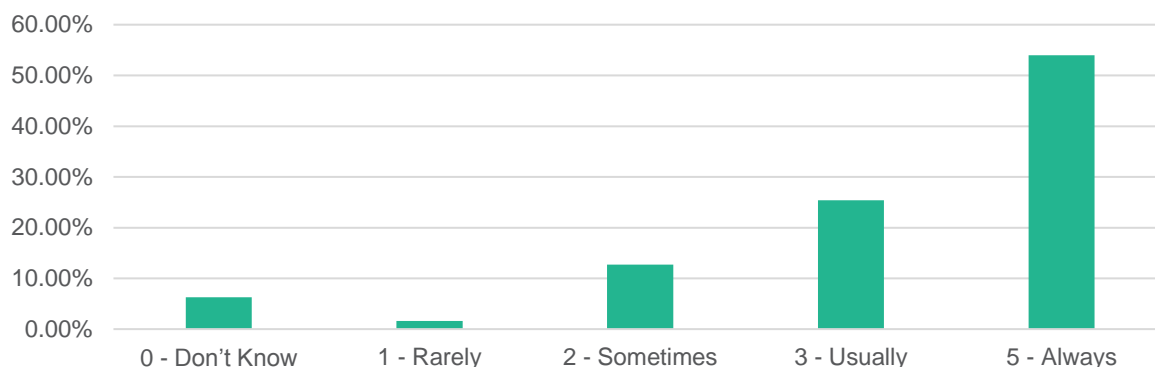


Figure 7: Extent to which teachers use a variety of assessment to monitor and evaluate student progress. Source: Curriculum monitoring survey (CDU, 2018)

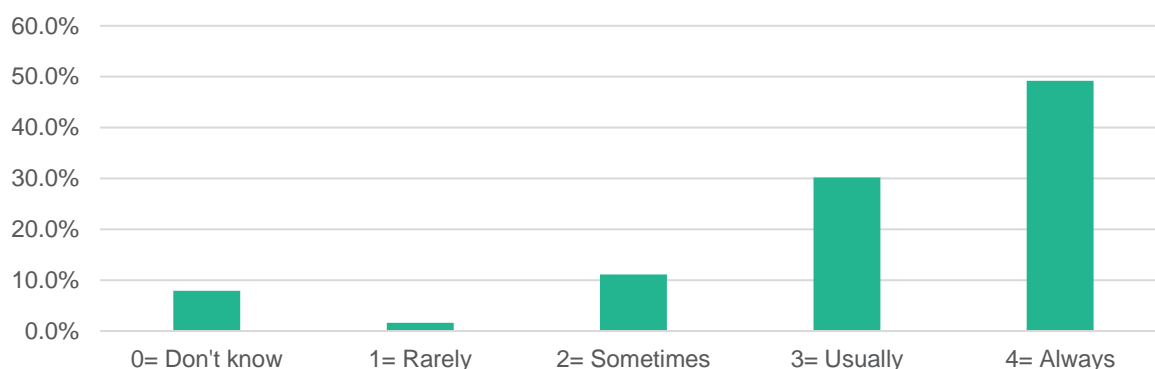
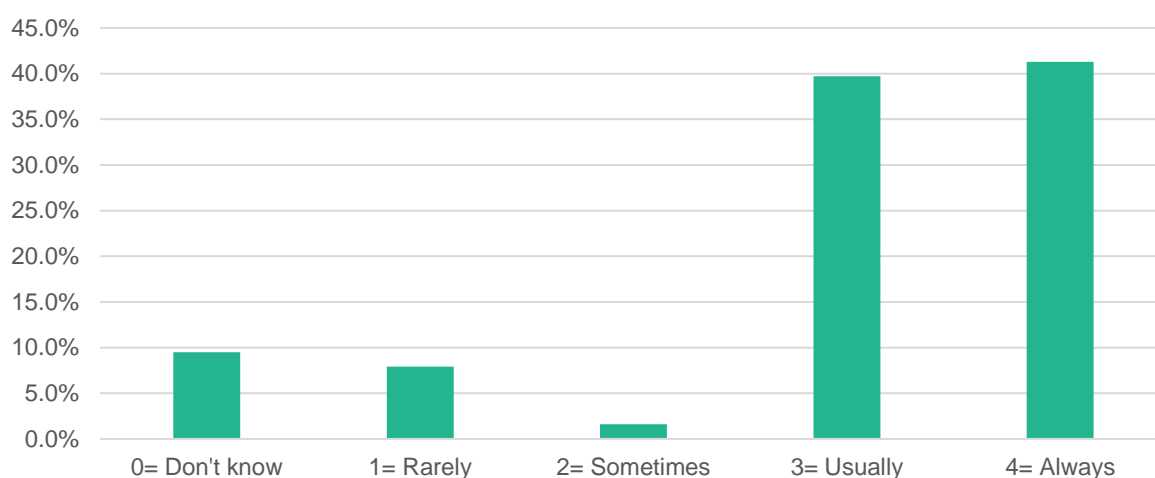


Figure 8: Extent to which curriculum materials are used to develop lesson plans Source: Curriculum monitoring survey (CDU, 2018)



4.2 End of Program Outcome 2: Children including those with special needs have access to kindergarten and Years 1-3

Key Results

- Enrolment of children in Kindergarten and Years 1-3 at the official age has improved significantly.

Table 7: Net Enrolment Rate (NER) for Kindergarten and Years 1-3

	2010	2014	2018
Kindergarten		45%	67% (F: 65% M: 68%)
Year 1	38%	50%	75% (F: 73.32% M: 75.57%)
Year 2	24%	40%	77% (F:75.46% M:78.16%)
Year 3	22%	35%	77% (F: 75:93% M:78.45%)

- The retention rate of students from Year 1 to Year 4 has improved from 82.2% (girls 81.1% and boys 83.5%) in 2010 to 91.5% (girls 90.5%, boys 92.5%)
- The percentage of children enrolling in Year 1 who have attended kindergarten has increased from 53% in 2010 to 66% in 2018

These results indicate that there has been strong progress in relation to the intermediate outcome set for VESP Phase 1 of more children commencing schooling at the right age and transitioning through to Year 4. This progress can be attributed to the combined effect of the MOET's ECCE unit and the various curriculum and community engagement initiatives being supported through VESP.

Background research for both the ECCE pilot and community advocacy campaigns revealed a low appreciation by many parents of the value of the early years of education and the right of all children to attend school irrespective of location, gender, ethnicity, religion or disability. The Barriers to Education Study (BES), conducted by MOET for its Education and Training Sector Analysis (ETSA) in 2018, also confirmed that many children do not attend school because their parents do not see the need for an education for children who are contributing to the livelihood or sustainability of the family in other ways.

The Right Age Enrolment Campaign (also known as the 6 Yia Klas 1 Campaign) conducted between 2016 and 2018 was the first time that MOET engaged in nationwide community advocacy of this nature in support of educational change. The impact of the campaign can be seen in an increased demand for enrolment of 6-year old children into Year 1 in 2017 and 2018, putting pressure on some already overcrowded schools to accommodate the increased enrolments in Year 1. The ETSA confirmed this surge in demand for places in ECCE and Years 1-3.

Looking forward to the future, the MOET recognises that there will need to be forward planning to cater for the surge of students currently in ECCE in 2017 and 2018. This means that in 2019-21, a larger number of children will be entering primary school. This will have an impact upon not only students but also on the need for classroom infrastructure, teachers and learning materials (curriculum tools). The evidence suggests enrolment rates will continue to rise placing significant pressure on existing resources.

(Source: MOET Draft Education and Training Sector Analysis (ETSA) 2018)

While there has been strong progress towards the intermediate outcome, there is still a considerable way to go to achieve the end of program outcome of access to early years of education for all children. The following observations about enrolment patterns in 2018 point to where future support may be needed to ensure that current improvements continue.

Right age enrolment

There are still large numbers of children not entering schooling at the right age. The number of ECCE children, for example, still represents a shortfall of 4,000 students when compared with the total population figures for children in the 4-5-year age group. Current strategies to improve participation in ECCE need to continue as evidence shows that entry to ECCE at the right age has a high impact on Year 1 enrolments.

Repetition rates

The ETSA observed that “the Gross Enrolment Rate (GER) for primary level is well over 100% indicating a large portion of overage and underage children enrolling into primary schools or commencing school at the incorrect age”. This GER has remained consistent for the past four years (around 118%). There is some evidence that despite improved enrolments of 4-6-year olds into Kindergarten and Year 1, schools are continuing to repeat children in the mistaken belief that they need to “pass” before progressing from one year to the next, including from Kindergarten to Year 1 and Year 1 into Year 2. The Early Learning Advocacy Campaign (ELAC), as well as ongoing professional development for teachers and principals, needs to convey a consistent message to schools that most students achieve better outcomes from their education if they are able to progress with their age cohort.

Children with special needs

There is no current data to determine the rates of enrolment in K-Y3 for children with special needs in Open VEMIS. ECCE used to also collect disability data but collection was suspended by the Director Education Services due to confusing figures being provided in reports. A disability questionnaire, based on the Washington Group Questions has now been prepared and built into Open VEMIS. Training has also commenced in the provinces with School Improvement Officers helping school principals and teachers to capture disability data in OV as of 2019. These efforts will assist the Ministry to develop more evidence-based strategies to improve access for children with special needs. It is notable that in the three school communities on rural Efate where the VESP inclusive case study was established, parents are enrolling children with disabilities. This points to the importance of engaging communities to adopt local solutions to improve inclusion rates of marginalised children.

Participation of girls

Analysis of enrolment data indicates that there are areas of concern in relation to equitable access of girls to Kindergarten and Years 1-3. Total school participation (by gender) for the Primary Years 1-6 would appear to indicate some inequity in the expected participation of girls as opposed to boys given that the male to female ratio in the general population is estimated as female 49.1% and male 50.9%. Table 8: Year 1-6 Enrolment by gender

	M	F
2015	52.67%	47.33%
2016	52.86%	47.14%
2017	53.22%	46.78%
2018	53.22%	46.78%

The analysis in the ETSA also identified this as cause for concern:

Enrolment statistics indicate that enrolment rates for boys and girls were relatively similar from 2010 to 2015 but there was a sharp drop in early childhood and primary enrolments for both genders in 2016, following TC Pam, which affected education infrastructure and family income for much of 2015 and 2016. From 2016 onwards, the number of girls enrolled in early childhood education and primary levels was lower than that of boys' enrolment, suggesting that when family income is impacted by external events such as disasters, school fees for boys' education is still prioritised over girls.

(Source: MOET Draft Education and Training Sector Analysis (ETSA) 2018)

The *Barriers to Education Study* and the *Urban School Study* conducted by the MOET in the later part of 2018 both provide valuable insights into the issues impacting on enrolment and ongoing participation in schooling. If prioritised by the Ministry, VESP can provide support to analyse these findings and develop targeted policy responses to address the underlying systemic problems in a more coordinated way.

4.3 End of Program Outcome 3: Effective education service delivery for kindergarten and Years 1-3 at central provincial and school level

Key Results

- **100% of primary schools have undertaken a baseline assessment of their performance against the 15 Minimum Quality Standards (from 0% in 2014)**
- **95% of primary schools are implementing school improvement plans (from 2% in 2014)**
- **Delivery of School Grants has improved with around 90% of schools achieving compliance with strengthened grants criteria (from 66% in 2014)**
- **The use of VEMIS data for planning, monitoring and reporting has increased at all levels**

While there is evidence of progress to achieving the EoPO, it is still early to assess the extent to which the range of systemic reforms being implemented by the Ministry are having an impact on the quality of the education being delivered by schools. The key indicator for this improvement is the extent to which schools meet the Minimum Quality Standards (MQS) and at this stage the systems for monitoring and reporting on the MQS are still being established.

During VESP Phase 1 awareness of the MQS grew with every primary school being taken through a process of self-assessment against the standards. This process showed that no schools could claim to be meeting all the standards with the most serious underperformance identified for the standards related to student access, provision of learning materials and community participation.³ Following this self-assessment, all schools were assisted to develop a School Improvement Plan (SIP) that focussed on using school grants strategically to improve performance against the standards.

While it is known that 95% of schools have now submitted a SIP to their provincial office, there is as yet no evidence, other than anecdotal, that these planning processes are resulting in improved school performance. The improvements in literacy and numeracy achievement noted for Outcome 1, however, can be taken as an indicator that there is some positive change occurring. The provincially based School

³ Baseline data report by School Improvement Officers, October 2015

Improvement and Inspectorate functions currently being strengthened through MOET's devolution strategy will be key to monitoring and reporting on the MQS during the next VESP 2.

Good progress has been made towards the intermediate outcome that provincial officers are providing necessary support to school leaders, although this has been limited by the slower than expected pace of devolution. Overall, however, there are positive signs of increased capacity of the Ministry to support provincial offices and schools through the provision of teachers, materials, school grants and infrastructure and through tools to assist planning and evidence-based decision making at all levels of the system. The following observations provide evidence of where service provision to schools has improved and where ongoing capacity development is needed.

Provision of school grants

Disbursement of school grants is an essential element of service delivery to schools and there has been a steady improvement during VESP Phase 1 in the timeliness and efficiency of the grants processes at all levels. By 2018 grants were being disbursed on time to all eligible schools with the vast majority being able to demonstrate compliance with grants criteria. These improvements have been the result of VESP support for improved enrolment data, the Grants Calculator in VEMIS improved administrative processes at central and province level. Throughout 2017-18 the school grants criteria became progressively more demanding as the use of grants was linked more closely to the MQS, SIP and reporting. By the time of tranche 2 in 2018, 90% of eligible primary schools had submitted financial returns against these strengthened requirements with provincial support focused on working with non-compliant schools and improvement of financial management policies, systems and training.

Provision of teachers

Provision of quality teachers in every classroom is one of the most important factors influencing student achievement. To achieve this the MOET has initiated a number of reforms (supported through both VERM and VESP) to address the issue of teacher quality. At this stage the impact of these has been limited, mainly due to the lack of a systemic approach that recognises the joint responsibilities of the accrediting, policy-making and delivery mechanisms. In 2017 the Ministry commenced work on a National Teacher Development Plan (NTDP) to bring together the different components of teacher quality – teacher registration, teacher professional development and training and teacher performance management all linked to a common set of teaching service standards.

Research for the NTDP, along with the teacher analysis for the ETSA, has placed the MOET in a stronger position from which to develop more targeted responses to issues affecting teacher quality. An example of this is the current work to finalise a policy framework and action plan that tackles the specific task of ensuring all primary teachers are qualified to at least diploma level by 2029. It has taken some time to appreciate that this is not solely the role of VITE and will not be achieved by waiting for new graduates from the diploma training course to flow through the system. At this stage, over 1,400 teachers in primary classrooms need to be assessed against the diploma requirements and many of these will need to receive "gap" training. As a result of work supported through VESP to build an "enabling environment", the MOET is now in a good position to do the work, provided adequate resources are committed to the planned program. Contributors to achieving this readiness include:

- A new Teacher Registration and Licensing Policy is being implemented with 4,442 teachers registered on the system, 67% of whom were reached through the awareness raising workshops about the policy.
- VITE has set its new qualification pathway to diploma and degree level and has trialled approaches for delivery of this training to in-service teachers including Recognition of Prior Learning (RPL), external study and online delivery.
- All primary teachers and principals have participated in Professional Development activities for the new curriculum throughout 2015-18. The assessment of teachers (including through RPL) to

commence in 2019 for the primary upgrade program will provide a good indication of how effective this upskilling has been.

Less progress has been made to addressing the more systemic problems of efficient and timely teacher deployment and teacher performance management. A Teacher Placement and Recruitment Policy (based on a new staffing establishment for schools) is still in draft form awaiting approval for implementation. The proposed training for a new school-based performance management process has not progressed at all. Both these areas would benefit from the same evidence based targeted planning that is being applied to the Primary In-service Teacher Upgrade.

Provision of materials

Keeping up a supply of materials to support the introduction of the new primary curriculum in classrooms has been a major challenge at every level from the Curriculum Development Unit (CDU), to provincial offices, to schools and to teacher trainers.

At the Ministry level, there is evidence that the capacity of CDU to develop and distribute quality materials in a timely manner has improved over the life of the program. Some indicators of this improved capacity include:

- The capacity of CDU to manage the writing of materials has improved. It took two years and high levels of technical assistance to write the first round of four Teacher Guides in 2014-15. By 2018 CDU curriculum managers coordinated local writing teams to produced 12 Teacher Guides with the VESP technical assistance largely focused on quality assurance.
- The timeliness and accuracy of materials distribution from CDU to schools improved over time. Monitoring of the curriculum implementation in 2016-17 indicated that some early materials did not always reach schools and were either “stalled” in provincial offices or had gone missing from schools. A more rigorous tracking and accountability process is being implemented with VESP support for the 2018 distribution and will be monitored early in 2019. A challenge for the future is to ensure materials arrive in schools well before the start of the school year in which they are needed rather than close to, or during, the Christmas shut down period which can be problematic for ensuring the materials arrive safely in schools.
- The production quality of materials has progressively improved as the skills of the production team in CDU have been enhanced by technical support through VESP. In 2018 the team managed the production of all teacher guides without outside help, other than where their work load required additional production officers.
- There is still considerable work to be done through the School Improvement Officers to build awareness and commitment at the provincial and school level to ensure that all materials are stored and maintained properly and there is a plan for their replenishment and replacement through school grants.

Provision of infrastructure

There is evidence that the support provided through VESP has strengthened the capacity of the MOET to undertake its role in planning for the provision of school infrastructure. Data from the primary school asset survey, now entered in VEMIS, has provided the first comprehensive itinerary of primary schools against a set of minimum building and accessibility standards. The MOET is currently managing a similar asset survey for secondary schools using the methodology and lessons from the primary survey.

The availability of this data is steadily improving the capacity of the MOET to plan and prioritise the construction of classrooms, to respond in emergencies and to be able to inform stakeholders where funding is needed. Examples of where MOET has used this data as the basis for more evidence-based decision-making include

- The planning and prioritising of TC Pam reconstruction works by both VESP and the Education Recovery Program (ERP)
- The school mapping exercise conducted by the Policy and Planning Unit in 2017 which provided the impetus for developing a National Schools Infrastructure Development Plan (NSIDP) that optimises the allocation of resources to ensure all children have access to schools that meet quality standards.
- The consultative process being conducted by the NSIDP working group with provincial managers, communities and school leaders to explore potential for rationalisation of school infrastructure and facilities to improve the MQS of schools in 20 identified rural areas.
- The Urban School Study conducted by a cross-Ministry team in late 2018 was the first “census” type data collection to provide useful insights into the functioning of schools on a given day. The MOET is currently considering the findings but it is clear that the exercise was not only valuable for planning a policy response to the immediate issue of urban overcrowding, but also demonstrated the importance of maintaining current and relevant information to inform and support better decision-making.

Tools for evidence-based planning

Since its introduction in 2015, the MOET’s improved information management system, Open VEMIS, has become fully functional and is being used by the majority of MOET units to maintain data on schools, teachers and students and to meet the majority of reporting needs.

The increasing availability of quality, timely data through “Open VEMIS” has had a positive impact on the capacity of the Ministry, provincial and school managers to plan, monitor and report on the delivery of education services. This impact can be seen most recently in the use of VEMIS data for the ETSA which forms the basis for establishing priorities and targets in the VETSS and Corporate Plan. At the provincial and school level, there has been a steadily increasing use of VEMIS where schools can access the internet with, for example, around 50% of schools currently using the financial management tools in Open VEMIS.

The value of up to date school, teacher and student data in VEMIS was particularly highlighted by the improved capacity of the MOET to respond to emergencies since TC Pam. In March 2015, the Ministry needed to cease all operations and deploy most of its staff for over a month to collect data first hand. For the Ambae evacuations in 2017 and 2018 the Ministry was able to have an immediate picture of the situation and allocate personnel and resources more productively.

VEMIS remains a system in development and there is a long way to go to achieve its full potential to improve service delivery. However, at this time, modules are currently operational for financial planning, school grants, infrastructure, professional development, disability and teacher qualifications with integration of Examinations, VANSTA, PSET and Scholarships into the system ongoing. The most significant impact has been the improved recognition of the role that data management has in improving the timeliness and quality of these services.

5 Achievement stories

The overall approach during VESP Phase 1 has been to ensure that all strategies, initiatives and activities supported through the program have been led by the Ministry itself with technical advisers working alongside MOET counterparts as needed. The alignment of VESP programmatic priorities alongside MOETS institutional agenda is a key effort that requires attention as it provides a basis for the on-going maintenance and development of existing relationships and functions in the VESP Phase 2.

A key institutional development has been the alignment of VESP's M&E approach with MOET's strategic direction through the long-term VETSS and medium term Corporate Plan. The alignment of frameworks ensures a consistency in reporting and also an opportunity for capacity development and support. The approach also serves as a model for other technical support areas in terms of embedding processes and supporting MOET to take a leadership role in all aspects of the program delivery.

The summary below presents a broad overview of the key achievements that have been realised through the engagement and support of VESP. Following the summary are a series of individual stories which reaffirm the changes and benefits that have been realised within the MOET. These stories related to quality learning, community engagement and capacity development and cut across the three EoPOs of VESP.

	Central	Province	Schools
Strategic	Focus on results-based planning (Theory of Change, VETSS, Corporate Plan)	Supporting school leaders to implement school improvement planning	School Improvement Plans focussed on improving learning outcomes
	Evidenced based policy development (M&E research, use of VEMIS data)	Provincial school infrastructure rationalisation planning exercises	
Functional	Management Action Plan	Training and preparation of SIO/Inspectors for devolved functions	Minimum Quality Standards for primary schools embedded as basis for school planning, improvement and monitoring
	Integration of core functions into VEMIS (finance, grants, ECCE, PD, assets)		
	Use of VEMIS data in disaster response (TC Pam and Ambae)	School Support Centre (Orap)	Leadership training for principals
	Devolution Strategy		Involvement of School Councils and communities (e.g. SIP, Inclusive Education case study, Right Age and ELAC campaigns)
	Community advocacy campaign design and management		Tanna building program)
Operational	Education Authority and School registration policy		
	School Grants checklist and processes	Provincial support to school grant acquittals	School grant acquittals
	Quality materials disseminated by MOET (e.g. curriculum, communication and advocacy)		School maintenance manual
	Job descriptions that clearly assign functions to each post		

5.1 Quality learning

VESP Phase 1 supported the Ministry to roll out its new curriculum for Years 1-3 aimed at improving the quality of teaching and learning in classrooms. The strategy for the rollout was to implement the curriculum progressively year by year across the whole country. Commencing in 2016, schools implemented the curriculum in Year 1 in 2017, Year 2 and in 2018 Year 3. In 2014 and 2015, foundations were established for this implementation to occur. This included planning, writing and training for teachers and school leaders. During the first two years two core professional learning modules were

made available and extended over the life of the program: these were seen integral to achieving the reform agenda. They were the Effective Teaching and Learning module and Instructional Leadership for school principals. Typically, materials were developed the year before rollout, materials distributed to schools, and was followed by professional learning and support for teachers to adapt the materials and implement the curriculum. The focus was to ensure teachers and schools leaders had the materials, support and training to implement the curriculum.

The rollout of the new curriculum also included the implementation of MOET's National Language Policy which had been in place since 2010 but had no strategy for its implementation. Through VESP support, MOET has designed and used the approach known as Ademap Lanwis whereby students learn first in their vernacular or Bislama and then build on those foundations as part of progressively learning the foreign languages of English or French.



Story 1: Supporting better learning – the CDU journey

Providing quality materials to classrooms

Since the introduction of the new curriculum in 2016, CDU with the support of VESP, has scaled up its work in support of the new curriculum implementation. Over 50 sets of classroom materials for Years 1-4 have been distributed to schools including teacher guides, readers, big books, posters, Bislama dictionaries, literacy and numeracy kits, audio books, resource books for transition to English and French.

The skills of CDU staff to produce high quality materials have strengthened thanks to new computers, the latest version of Adobe Design Suite and day-to-day training during an eight-month placement of a highly qualified graphic designer.

“When we look at all the materials that have been developed this year and the quality of the production, we can really be proud of the achievements done by our unit this year. Even the printing contractor was amazed by the skills developed by the team over the last years.” *Simon George, National Curriculum Coordinator*

Collaborating for curriculum change

These materials make no difference to learning if they do not reach classrooms and if schools are not ready to use them. The Ministry's Provincial Education Offices, the School Based Management Unit, the Examinations and Assessment Unit, and the VITE in-service and pre-service units have all had a part in changing classroom practice. CDU's first Curriculum Forum in 2018 brought together all those responsible for materials, training teachers and building school leadership came together to share lessons and best practice as part of improving support to schools.

“We shared experiences and found solutions together to the challenges. The Curriculum Forum was a very intensive and enriching week.” *Leisel Masingiow, Principal Education Officer CDU*

To help all schools and teachers have better access to the curriculum details and materials, the CDU also worked closely with the MOET IT to have the curriculum materials available electronically on Open VEMIS.

Seeing results

Teachers are now more focused on the learning outcomes thanks to these combined efforts. Positive changes are noticeable in the classrooms: the students are eager to learn, they are involved in their learning and they are supported at home.

“One of the major benefits, I have noticed with the implementation of the new curriculum is the improvement of students' reading and writing skills. It is then easier for them to learn a second language whether it is French or English.” *Charlie Iaput, Principal of Day Spring Primary School, Lovakal, Tanna*



Story 2: Supporting better teaching – the ISU journey

Upskilling teachers for the new curriculum

The achievements of the In-Service Unit (ISU) since 2013 are a success story showing women's empowerment, local ownership and capacity building. ISU has been at the forefront of efforts to address the gaps in teacher knowledge and skills through professional development. Over the past 5 years, every primary teacher and principal across the country has attended several sessions of PD on effective teaching and learning practices, on using the new teacher guides, on implementing the new Ademap Lanwis guideline. The quality of this PD has kept improving in terms of design, delivery and evaluation.

Upgrading teacher qualifications

In recent years ISU has started testing innovative ways to offer more opportunities for teachers across Vanuatu to formally upgrade their qualifications.

The Effective Teaching and Learning module that began as a professional development activity in 2014 has now been developed for delivery to in-service teachers as part of a formal pathway to a diploma level qualification. VITE/ISU is trialling ways of recognising on the job learning of teacher towards a qualification and 133 teachers have started their journey to achieve a formal qualification through external study or online mode. These opportunities have been warmly welcomed by the teachers.

“I found the Effective Teaching and Learning unit very interesting as I developed my teaching skills and discovered various teaching approaches to promote students’ learning. It was challenging sometimes because my education level isn’t high enough but at least I have a positive approach.” Jenny Nierre, teacher in Tanna.

Jenny, who has no formal teacher qualifications was recently ranked as one of the two best performing teachers in the whole country. In 2018, she received the Andy Lynch Award from the Australian High Commissioner, Jenny Da Rin, for her dedication in supporting education in her community.



5.2 Community engagement

The strategy adopted by VESP to support the Ministry's goal of improved access to schooling has been to support and implement a community engagement/advocacy program designed to achieve impact in three key areas: understanding the importance and value of education by the wider community; increased community engagement with schools; and empowered community ownership through school committees.



Story 3: Engaging communities for a more inclusive education

From its inception, VESP supported MOET to provide improved access to education for all children and awareness of enrolment at the right age.

In 2016, a small-scale case study of school-based initiatives was started in three rural schools to promote inclusive education. With help from MOET and VESP, school leaders, staff and communities took part in training to make their schools more inclusive. The schools identified barriers to access and developed engagement plans to reach out to their communities. The progress of their plans has been documented so that their experiences and lessons learnt can be shared with all the schools in Vanuatu.

“We never thought that our grandson could attend school because of his eye impairment. But, the school run an inclusive education awareness and came to our house to explain that he has right to go to school like every child in Vanuatu. Now we see the difference, he learns quickly and tells us every day what he learnt in the classroom” Evelyne, grandmother



In July 2016, MOET with VESP support launched “6 Yia Klas 1”, a national community advocacy campaign to encourage primary school enrolment at the right age. Through TV, radio ads, promotional materials, social media, mobile text messages and community outreach events the campaign, targeting parents of children less than eight years old, reached 38% of its target audience.

The next campaign was launched in Port Vila on the Global Day of Parents in 2018. “Yumi evriwan i sapotem ol pikinini long eli lening blong olgeta” aimed to increase awareness of supporting children’s learning and the use of first language teaching to children’s literacy and numeracy in early education. VESP helped to support and empower communities by training MOET provincial staff in communications skills and engagement tools to communicate complex ideas to the general public. Following the national launch, the campaign was launched in all the provinces of Vanuatu and the provincial education offices along with the community leaders keep carrying the campaign in their respective provinces.

Story 4: School communities planning for improvement

“SIP has greatly influenced the way we think, focus and approach our work. Before SIP, we more or less approached our work on an “ad hoc” basis. Now principals are improving in SIP development implementation and monitoring. As the first SIP for Penama is coming to an end this year we find that the schools carrying out of MQS Self-Assessment to identify school needs and development of the second SIP (2019-21) went more smoothly. Schools are now more focused to achieve improvement of school areas being identified by the school community. SIP is helping the principals and school committees to spend money targeting the improvement of the Minimum Quality Standards. As PSIC I witnessed an improvement of reports I received from the SIOs on Teachers Appraisal and monthly reporting I receive facilitating my quarterly reporting on SIP implementation to province education office with a copy to SIU.” **SIP from principals and SIOs view as expressed by the PSIC from Penama**

5.3 Capacity growth

The embedded nature of VESP, cutting across a number of functional Ministry groups, placed the program in a unique position from which to engage, support and promote key MOET initiatives and reforms while at the same time building the Ministry's longer-term institutional capacity.

Story 5: Planning for results

Prior to VESP, planning has been predominantly driven by activities and the finance section. Since then a lot has been changed. The Ministry has learnt a lot from the VESP designed programs. The VESP program logic, the implementation plans and reporting mechanisms has influence the Ministry a lot in its undertakings. One significant change that can be easily witnessed is the change from activity driven planning to a more focus and result driven planning. One other change is the attitude of the TAs. A change in the approach of the VESP TAs, in that they are willing to assist when needed has also instil a sense of trust amongst the planning team and I belief the unit has continue to prosper because of that. **Cobin Ngwero**

PPU PEO



Story 6: Building confidence and breaking down barriers

One of the main things for me has been the capacity building of the staff at ISU. With the help of the different TAs over time all the team at ISU has been supported, myself as the manager, the National Training Coordinators, the administration staff.

If it wasn't for the support of VESP I don't think we would have come this far. With the Provincial Trainers we have been able to build their capacity through training them over the years (some since 2012) so that they can deliver training to teachers and principals as well as support them to improve their teaching.

Because of VESP support ISU is now confident of its ability to deliver any training. We know what we have to do. We know we need to think about our audience, design the training based on their needs, and tailor the training to meet their needs. We have the processes in place so we now know how to plan, deliver and evaluate any training. When we started in 2010 we really had no idea what delivering training involved. Now we feel we are more specialised in this area and can plan, deliver and evaluate training programs based on needs. Before we thought we knew, but now we do know.

ISU has diversified its role. Before the focus was on delivering professional development to teachers. We are now moving towards the teacher upgrading. Through VESP we have been able to pilot how we might do this, first with the distance education material and now with the online delivery. As a result, we are becoming more aware of what the upgrading of teachers process will involves.

VESP has also supported ISU in its work with other units. ISU and VITE are now working together more closely. Before VESP, ISU was seen as something separate but having TAs who worked across pre-service and in-service has brought us closer together. VESP has helped break down some barriers and now ISU is seen more as part of VITE and pre-service staff come to ISU more. VITE and CDU are also working closer together. If it wasn't for VESP I don't think this would have happened. There would not be good support between CDU and ISU. This still needs further strengthening but is better. ISU and SIU are not quite there yet but links have been established and will get stronger as we go to the next stage with the help of VESP. **Elvie Tamata – Manager, In-Service Unit, VITE**



Story 7: Supporting disaster response

Following the eruption of the Manaro Voui volcano in Ambae in September 2017, the Government of Vanuatu announced a state of emergency and ordered the first evacuation of all the communities in Ambae. In two days, over 10,000 evacuees from the volcanic island were relocated to over 70 evacuation centres in Luganville, Sanma province.

Joining the national effort, the MOET established an operation centre in Luganville to provide an immediate assessment and support the schools in Ambae. The disaster responses from Government and NGOs were highly facilitated by Open VEMIS as teachers and students' movements were recorded in the online platform. The data collected saved valuable time and efforts to locate the population and prioritise the efforts. Thanks to those data, the MOET, supported by VESP, could provide a quicker and more efficient financial support to the schools in Ambae. Fee exemptions, additional support grants for student affected and host school grants were created to reduce the financial hardship on families. In addition, regular grants were frozen when the schools were not operated anymore.

At the request of the Ministry, VESP joined hands and supported the efforts on the ground in Luganville for 22 days. The VESP Community Advocacy Coordinator visited 37 evacuation centres to raise awareness about 6 Yia Klas 1 in 2017 and “Yumi evriwan i sapotem ol pikinini long eli lening blong olgeta” in 2018. To support the Ministry initiatives to improve the quality and the inclusiveness of learning in the early years, a collaborative team of experts from MOET was created.

“We now understand the importance of education for our kids to start school at the right age in order to offer them a bright future. Continuity of education following major disasters is very important. We will make sure that the message is given to the other communities in Ambae. We all have a role in helping our nation.” *Arthurban Garae, from North Ambae*

6 Challenges and successes

As part of the preparation of the completion report, the VESP technical advisory team was asked to identify some of the key successes and challenges that have been experienced in terms of engagement with MOET to implement a range of initiatives for both the program itself and as part of the broader strategic guidance provided to MOET. The following summary highlights some of the shared and agreed challenges and successes.

Key Successes

Challenges

Strategic

The ongoing development and implementation of key policies, strategies and reporting frameworks has been an essential pre-condition to implementing the change agenda of MOET. This has been led directly by the MOET with clear guidance being provided to VESP in the priority areas where support is required.

MOET has the capacity to develop its role and functions related to policy development and its implications across the system. This understanding needs to be internalised and owned by MOET leadership to enable them to better engage with provincial and school heads to facilitate implementation. VESP 2 has a strong role to support work in this area.

VESP personnel have built strong working relationships with key sections of the MOET. The embedded nature of technical assistance has provided the opportunity for continuous guidance and support and has assisted the MOET in preparing and delivering key elements of its strategy and approach,

Despite the success mentioned in the corresponding column, there needs to be a continued review of the role of both VESP and MOET in supporting and sustaining the notion of ownership. There is a need to continuously reinforce that VESP is supporting the MOET in achieving its strategic mandate and direction with the focus remaining on the MOET rather than what VESP has contributed and delivered. This would assist in maintaining the environment of trust and engagement between MOET officials and VESP advisers that has been evident in Phase 1.

Ministry long-term and medium-term planning has increasingly shown a move away from being aspirational in tone to being prioritised and results focussed. This has been particularly evident in areas where there has been both direct and indirect VESP support to “clean up” some of the underlying strategic and policy frameworks and develop more realistic, costed implementation plans for these policies. Examples of this from Phase 1 are the policy and planning frameworks supporting reforms in curriculum, language, ECCE, school registration and teacher registration and licensing.

There is an ongoing challenge to establish the links between strategy, policy, planning and budget across the whole education portfolio in order to target underlying systemic problems that continue to limit progress in key reform areas. Examples of this are existing student enrolment policies and practices that limit efforts to improve access for all children and teacher deployment and performance management processes that prevent the equitable provision of quality teachers to schools. Continuing support will be needed to help MOET staff make the necessary links as they implement their new results based VETSS and Corporate Plan.

Technical

VESP has supported the MOET to assume a greater understanding and importance of quality evaluation and use of data and information to inform MOET leadership. The introduction of the Technical Resource Group in the Policy and Planning Unit (PPU) to oversight external evaluation exercises has been a key approach in ensuring the MOET

The level of capacity building and institutional reform support should be calibrated to the absorptive capacity of MOET. There is a recognition that MOET has competing interests and priorities. This capacity development should be demand-driven and focused on the needs of the counterpart rather than the experience and understanding of VESP or its advisory team.

Key Successes

Challenges

owns all aspects of the evaluation processes completed to date.

Opportunities to review and refine Open VEMIS to ensure that it was responsive to the needs to MOET management and provincial staff. The PPU was able to support the process and detail the required steps to ensure the VEMIS system was more user-friendly and appropriate.

There has been progressive improvement in data availability and quality and increasing numbers of MOET users, departments and schools adopting Open VEMIS to read and write data. This is creating demand for more MOET functions (e.g. PSET and Scholarships) to use the system.

Decision makers at higher levels have been slower to appreciate the benefits of having timely and quality data available than the 'OV adopters' at the operational level. As a result, ad hoc data collection continues to undermine the benefits of Open VEMIS. Current work on the ETSA, the VETSS and Corporate Plan is providing an opportunity for better engagement of senior managers and this engagement needs to be supported by VESP advisors across all areas of Ministry. In particular, support is needed to manage the expansion and consolidation of VEMIS to meet the increasing demand for quality data without overloading the absorptive capacity of this valuable tool.

A further challenge is that donors and NGOs tend to support the MOET with new tools and processes for collecting data that may conflict with existing MOET tools (e.g. movement of teachers and students) which can affect Ministry processes and agreed approaches to data collection.

VESP has supported the MOET develop a range of new policies and strategies for a new devolution structure. This still requires PSC approval but has already been endorsed by Council of Ministers (COM). The Ministry has chosen to engage in preparatory work based on this "in principle" approval of newly defined roles for the Inspectorate and School Improvement Officers rather than wait for full Public Service Commission (PSC) approval.

The slow pace of achieving the structural changes needed at the Ministry and province level will continue to be a challenge for maintaining momentum of reforms aimed at improving service delivery to schools. As long as the formal structures are not embedded in the Ministry establishment there is an ongoing risk of ad hoc HR decisions that can create uncertainty and throw the reform process off track.

7 Guidance for future investment

Following consultations around successes and challenges, a series of questions were posed to the team around possible considerations that a new phase of VESP should be aware of, based on existing experiences and reflections on events and what should have occurred. The following considerations are provided for the program approach moving into VESP Phase 2.

Program ownership

- It is important for VESP to continue to reinforce that the program is MOET led and that VESP is a program to support the MOET achieve its mandate and strategy.
- The focus of the program should continue to be on MOET results rather than VESP or Managing Contractor results.

Shared expectations

- Ensure that all partners (MOET, DFAT and the Managing Contractor) have a clear understanding around expectations of the program including agreed strategies, approaches, targets and expected results.
- Ensure decisions are documented and regular communications occur to ensure expectations are clear and are being met. This can be both through formal and informal means. Flexibility is key to ensure that key messages are discussed and agreed in mutually inclusive manner.
- The VESP Steering Committee will continue to be a useful forum in which to share information and highlight progress however these meetings would be better served through a regular monthly management meeting with MOET directors where issues could be identified and addressed on an ongoing basis.

Shared planning

- The structure of the program should be agreed in the inception phase and then divided into manageable pieces of work which are then jointly discussed with MOET and approved with agreed scopes, timeframes and expected deliverables that are aligned to the MOET Corporate Plan and Annual Business Plan. This approach promotes greater partnership and also increases accountability and transparency.
- At the commencement of each school year it is an ideal time to review and consolidate key policies and strategies. The first quarter of 2019 presents an opportunity to meet with MOET leadership to discuss aspects of VESP's role and the support required by MOET for the school year.
- In planning and developing the Annual Implementation Plan there needs to be careful consideration of proposed activities and advisor and counterpart workloads. In the final year of VESP a considerable amount of work was placed on a small number of the key advisers.
- All VESP advisers are to be provided with a proper induction process on the role of technical assistance and the importance of the relationship with counterparts. This requires the involvement of local TA in the initial process to outline expectations and develop an appropriate strategy and working relationship.

Building sustainability

- VESP 2 needs to carefully consider the sustainability of the program and the overall approach. Key considerations in all shared planning needs are whether or not MOET has the capacity and financial resources to continue on with some interventions and strategies.
- Support for areas that are already well taken up by MOET should be progressively reduced with further support focussed on consolidation and sustainability rather than new developments (for example curriculum, infrastructure planning, school grants management and strategic planning). On the other hand, support should increase to agreed priority areas where there are underlying systemic or resourcing issues that impact on achieving program outcomes (for example, gender and disability inclusion, teacher qualifications upgrade, school-based teacher performance management, provincial monitoring and school improvement).
- Continue to build upon the work the Policy and Planning Unit has completed through the Education and Training Sector Analysis and use data and information as a basis to inform and guide policy and strategy development and implementation.

- Continue to foster a culture of inquiry and evidence-based evaluation and review. Seek to strengthen capacity and support in this regards with a renewed effort on data analysis and utilisation of data and information.

8 Conclusion

In reviewing the achievements of the program over the past five years it is evident that considerable progress has been realised against both the VESP EoPOs and the broader MOET reform agenda.

The various strands of the program have combined effectively to achieve significant improvements for the target group in literacy and numeracy achievement, right age enrolment and retention through four years of early schooling and in school leadership. Importantly, these outcomes were achieved with broadly the same level of GoA and GoNZ investment as originally planned.

The results suggest that VESP has provided the right level of support to enable the MOET to make solid progress towards achieving its own strategic and priority objectives. Work has progressed steadily despite major challenges such as TC Pam and has evolved and improved as a result of formal and informal feedback. The hallmark of support provided by the program has been the collaborative partnership to ensure that VESP activities were aligned to MOET plans and ownership remained at all times in the hands of responsible MOET personnel. It is evident is that the change for MOET throughout Phase 1 of VESP has been significant. While the results are not always tangible or evident, there has been significant impact, particularly in the provinces where VESP has been able to support, build capacity and influence practices, most notably in planning and reporting, curriculum implementation, professional development, school grants administration and provincial support to schools.

In considering the work achieved to date, it is evident that the approach of using a changing mix of local and international, long-term and short-term technical expertise in key priority areas of support has produced good results. The embedded nature of the program in MOET is a key differentiator that allows VESP to maintain visibility and work as part of the counterpart team rather than as a separate program office. An underpinning success factor of VESP has been the ability to maintain the central focus of the program – improving the learning outcomes of all children in the early years of schooling. The mid-term review confirmed that the program was maintaining focus and direction while adapting to changing circumstances and priorities.

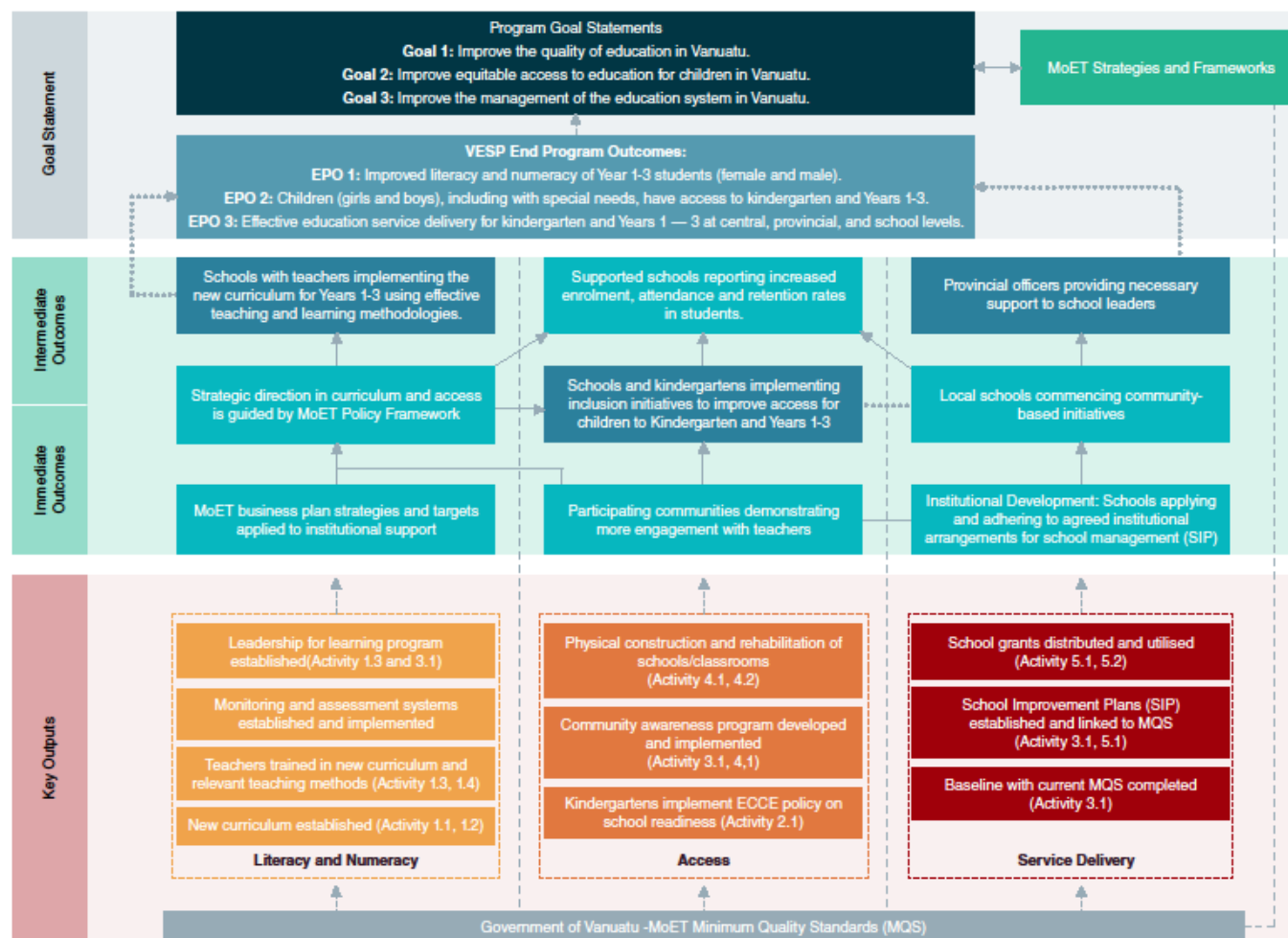
The management of VESP by Coffey has been a real partnership contributing to the broader government to government partnership and relationships with other development partners and stakeholders. With implementation progressing largely in accordance with the original program design, the program has, despite some delays in planned outputs, represented good value for money when measured against the overall progress with the implementation of the five identified program strategies.

The documentation of key lessons and challenges as well as future guidance places the VESP program in a strong position to continue its work to support the MOET's reform agenda moving forward into the second phase. Building on the achievements derived through Phase 1 will be a cornerstone of implementation and management moving forward.








The absorptive capacity of the Ministry, provinces and schools to manage the MOET's ambitious change agenda will remain an on-going issue. The processes established in Phase 1 for maintaining continual reflection and dialogue between the MOET activity managers and the VESP technical team will continue to play an important role in setting realistic expectations so that the scope and pace of reform remains sustainable in Phase 2.

The leadership and strategic direction provided through senior MOET management will be crucial in ensuring benefits and results continue to be realised and will ensure efforts implemented in Phase 1 are sustained.

Annex 1 – Program Theory of Change



Annex 2 – VESP Implementation 2014-18

	2014	2015	2016	2017	2018
 Curriculum	Y1-3 Literacy and Numeracy kits Year 1-3 curriculum plan	Y1 TGs, readers and big books	Y1 implementation Y 2 TGs, Y1-3 readers VANSTA tests revision	Y2 implementation Y2&3 TGs, Y1 Language guide Curriculum Monitoring VANSTA Y4 and Y6	Y3 implementation Y3&4 TGs, Y3-4 Numeracy kit, Dictionaries, Y4 TG
 Training teachers	Effective Teaching & Learning PD (Year 1-3 teachers)	Curriculum awareness (Principals) Curriculum PD (Year 1 teachers)	Curriculum PD (Year 1-3 teachers) VITE external study trial	Effective Teaching & Learning PD (Year 1-6 teachers) Language Transition PD (year 1-6)	Language Transition PD (year 1-6) Curriculum Awareness (SIOs)BED (Primary) submitted to VQA
 Engaging communities	Awareness - gender equity and inclusive education	Communication and Community Advocacy Implementation Plan	Right age enrolment campaign Round 1 IE Case Study	Early Learning Advocacy Campaign (ELAC) design IE case study and baseline survey	Right age campaign Round 2 ELAC Round 1 IE Case Study documentation
 Strengthening infrastructure	Primary schools' asset survey Tanna site works and community liaison program	Primary schools' asset survey TC PAM classroom recovery program (Tanna) launched	Primary schools' asset survey Tanna site works and community liaison program	Primary schools' asset survey Tanna site works Trial school rationalisation process	Tanna classroom handover Urban school survey Rationalisation consultations School maintenance trial
 School leadership	MQS progress indicators MQS awareness	School MQS self-assessment and SIP training (2 provinces) Instructional Leadership training (principals) Trial	School MQS self-assessment and SIP training (4 provinces) Instructional Leadership Round 1	SIP implementation Monitoring School leadership program evaluation	SIP review and revision (2 provinces) Instructional Leadership Round 2
 School support	Data cleaning for school grants	Creation of Open VEMIS OV modules (financial) Data cleaning (teachers)	OV modules Data cleaning (students) OV training (MOET and schools) School grants calculator	OV modules and data cleaning OV training (provinces, schools) Integration of ECCE data in OV	OV modules (disability, qualifications) OV training (provinces, schools) Data integration in OV (Exams, VANSTA, PSET, disaster tracking)
 Devolution	MOET Management Action Plan	MOET devolution plan - school improvement and inspection	MOET Institutional Capacity Assessment	MOET Devolution Strategy Phase 1 Training of provincial officers Trial School Support Centre (Orap)	MOET Devolution Strategy Phase 1 Training of provincial officers Trial I Support Centre operational

Annex 3 – VESP Results Framework (updated December 2018)

Output	Indicator	Targets (to 2013-18) ⁴	Final Achievement and Result
End of Program Outcome 1: Improved literacy and numeracy of Year 1-3 students (male and female)			
Intermediate Outcome 1: Increase in number of schools with teachers implementing the new curriculum for Years 1-3 using effective teaching and learning methodologies.			
Output 1.1 New curriculum implemented in Years 1-3	# of registered schools ⁵ receiving new curriculum (for Years 1-3 as rolled out)	All primary schools are using the new curriculum and materials for Years 1-3.	95% of schools with Year 1-3 classes are at various stages of implementing the new curriculum – FULLY ACHIEVED
		Rollout of the Year 4-6 curriculum commenced.	Information sessions provided to all provinces regards implementation in Years 4-6. Schools ready to implement the Year 4 syllabus in 2019 – FULLY ACHIEVED
		Teacher guides for Year 4-6 completed ready for distribution and training.	All Year 4 teacher's guides developed (6 in English and 6 in French) – FULLY ACHIEVED
		Curriculum implementation impact monitoring Phases 1 and 2 completed.	Curriculum Implementation monitoring Phase 1 completed.
			Curriculum implementation monitoring survey instrument piloted in 63 schools across 5 provinces – PARTIALLY ACHIEVED
		All schools are using students' first language (Bislama or a vernacular) as medium of instruction in Year 1-3.	At least 80% of teachers are now using the student's vernacular, Bislama or a combination of languages as the language of instruction in Years 1-3 – FULLY ACHIEVED
		All schools have an implementation plan for transition to French or English in Years 1-3.	All schools and Years 1-3 teachers have received support materials and training to assist students to gradually transition to learning in English and French – FULLY ACHIEVED
		Language transition plan for Years 4-6 completed.	The language transition planning guidelines for primary schools is completed and distributed to all schools – FULLY ACHIEVED

⁴ These targets are based on the projections in the VESP Implementation Schedule, which was reviewed and revised in consultation with the MOET activity managers in August 2016 as part of the annual planning process.

⁵ The total number of operating schools in Vanuatu according to Open VEMIS is 435. This is the base number used for the purposes of VESP reporting.

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Output	Indicator	Targets (to 2013-18) ⁴	Final Achievement and Result
		<p># Primary teachers are trained to use the new curriculum support materials for Years 1-3.</p> <p>Primary teachers have received professional development in: (i) language transition for Years 1-6; (ii) Multi-grade teaching; and (iii) class-based assessment.</p>	<p>All Year 1-3 teachers and primary principals have been trained in effective teaching and learning methods – FULLY ACHIEVED</p> <p>100% of Year 1-3 teachers have been trained to use teacher's guides – FULLY ACHIEVED</p> <p>100% primary principals Years 1-3 received training in Instructional Leadership – FULLY ACHIEVED</p> <p>All Year 1-3 teachers have received professional development in: (i) language transition for Years 1-6 – FULLY ACHIEVED</p> <p>Nil teachers have received professional development in multi-grade teaching – NOT ACHIEVED</p> <p>Nil teachers have received training in class-based assessment. Please note: the Effective Teaching and Learning PD provided teachers with an introduction to class-based assessment training – NOT ACHIEVED</p>
		Primary schools report that they are using assessment tools to monitor progress of Years 1-3 towards expected literacy and numeracy standards.	NOT ACHIEVED
Output 1.2 Training (pre-service and in-service) programs for primary teachers updated to meet quality standards	# of primary teachers who have upgraded their qualifications to aligned with the quality standards	Course revision, VQA benchmarking and accreditation completed for all Year 1 and 2 primary teacher training courses	The new Bachelor of Education program is developed and awaiting endorsement from the Vanuatu Qualifications Authority. Courses for semester 1 of the new Bachelor of Education program for 2019 completed (25% of target) – PARTIALLY ACHIEVED
		VITE is delivering courses by external study mode for teachers to upgrade their qualifications to meet teacher registration requirements.	One external studies Diploma level course has been developed and piloted – 110 teachers participated in a pilot External Studies Course entitled <i>Effective Teaching and Learning</i> . A total of 23 teachers have been engaged in a pilot online course in Effective Teaching and Learning. A draft National Teacher Development Plan has been approved by MOET for consultation and refinement – PARTIALLY ACHIEVED

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Output	Indicator	Targets (to 2013-18) ⁴	Final Achievement and Result
Output 1.3 ECCE strengthened to support early years learning	# of kindergartens implementing ECCE policy of school readiness	ECCE policy and 5-year implementation plan approved (by June 2017).	ECCE policy and implementation plan approved – FULLY ACHIEVED
End of Program Outcome: Children (girls and boys) including those with special needs have access to kindergarten and Years 1-3			
Intermediate Outcome: Increase in number schools and kindergartens implementing inclusion initiatives to improve access for children to Kindergarten and Years 1-3.			
Output 2.1 Community engagement to support access and participation in early years of schooling	# of schools that engage with communities to enroll children at the right age into Year 1	A school and community awareness package developed based on the outcomes from the case study on inclusive education. Right Age enrolment advocacy campaign completed and evaluated. Second community advocacy campaign designed and launched.	A video has been produced and a book has been developed – FULLY ACHIEVED Rounds 1 and 2 of 6 Yia Klas 1 campaign completed and Round 1 evaluated. It was estimated that around 40% of parents with young children were reached by the first phase of the campaign – FULLY ACHIEVED Early Learning Advocacy Campaign (ELAC) Round 1 completed. with 29,450 people across nine islands reached during the 71 community events – FULLY ACHIEVED
	# of schools that engage community support for accessible facilities	18 schools on Tanna have MoUs with their communities to support construction and on-going maintenance of new classroom facilities.	18 schools have MoUs with Communities – FULLY ACHIEVED
End of Program Outcome: Effective education service delivery for kindergarten and Years 1-3 at central provincial and school level.			
Intermediate Outcome: Provincial officers providing necessary support to school leaders			
Output 3.1 Infrastructure planning to support quality facilities and improved access to	# of primary schools completing an asset survey	Asset survey for primary schools completed and used to prepare indicative capital works plans and support the school development planning process.	433 primary schools surveyed – FULLY ACHIEVED
	# of schools with new classrooms built and occupied	18 schools with new classrooms built and occupied 42 new classrooms constructed in 18 schools in Tanna	18 schools with new classrooms built and occupied – FULLY ACHIEVED 42 new classrooms built – FULLY ACHIEVED

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Output	Indicator	Targets (to 2013-18) ⁴	Final Achievement and Result
primary schooling	# of schools implementing maintenance plans in line with MOET guidelines	18 schools in Tanna with new classrooms have a facilities maintenance plan in place.	18 Tanna schools have a maintenance plan – FULLY ACHIEVED
Intermediate Outcome: Primary head teachers and school committees manage schools for Years 1-3 effectively in Vanuatu.			
Output 3.2 School leadership to support improved learning in classrooms	# schools assessed using the Minimum Quality Standards (MQS)	All primary schools have conducted self-assessment against the MQS. Provinces are using the MQS as the basis for planning support to schools.	All schools have completed a self-assessment and are using the MQS – FULLY ACHIEVED
	# schools with school improvement plans	All primary schools are implementing a SIP based on MQS and linked to school grants.	SIP is a criteria for receiving school grants – FULLY ACHIEVED
	# of schools with head teachers trained in new curriculum	Principals of primary schools have received professional development (training and support) for instructional leadership.	At least 95% of primary principals have received one or two rounds of training in Instructional Leadership (375 in Round 1 and 415 in Round 2) – FULLY ACHIEVED
Output 3.3 Provincial management to support service delivery at school level	# of eligible primary schools receive and acquit school grants on time	Eligible schools receive and acquit school grants on time. Schools with internet are using OV tools for managing their school finances.	2018: All primary schools receive grants on time and 89,5% of schools acquitted on 2 nd tranche of 2018 – PARTIALLY ACHIEVED 2018: 282 use the financial management tools – PARTIALLY ACHIEVED
	# of provinces with capacity for devolved responsibilities for the management of teachers and schools	Organisational Change/ Devolution Workforce planning and proposed establishment reporting is being applied to determine workforce size and specific deployment. School improvement support services, inspection and compliance functions devolved to provinces.	Implementation of the Ministry Devolution Strategy Phase commenced with awareness workshops delivered in 6 provinces. New provincial structure and job descriptions – implementation pending PSC and budget approval – PARTIALLY ACHIEVED
		Teacher Management: Teacher deployment policy implemented. All teachers are registered. Training provided to principals and teachers for school-based performance management.	Teacher Placement and Recruitment Policy is still in draft form awaiting approval for implementation. Training for school-based performance management process has not progressed – NOT ACHIEVED Teacher Registration and Licensing Policy is being implemented but. Teacher Discipline, Complaints and Appeals Policy is still in draft.

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Output	Indicator	Targets (to 2013-18) ⁴	Final Achievement and Result
			Awareness raising conducted for 2957 teachers in 6 provinces (67% of 4,442 registered teachers) – FULLY ACHIEVED
		School Registration and Rationalisation: (i) school registration policy implemented; (ii) National School Infrastructure Development Strategy and Implementation Plan in place.	<p>Education Authority and school registration policy approved, disseminated and being used as a basis for registration of new schools. Steering committee is operating and processing new school applications based on the policy – FULLY ACHIEVED</p> <p>Consultations with communities initiated in 73 school in 20 areas of 5 provinces to rationalise education resources in these areas in order to improve standards and results – PARTIALLY ACHIEVED</p>
		Open VEMIS Open VEMIS is fully functional with school, teacher and student data maintained to meet all identified operational and reporting needs.	<p>Open VEMIS is fully functional and being used by the majority of units to maintain data on schools, teachers and students and meet the majority of reporting needs. Staff Log on at ministry and school levels with a growing trend – FULLY ACHIEVED</p> <p>Modules operational for financial planning, school grants, infrastructure, professional development, disability teacher qualifications. Integration of Examinations, VANSTA, PSET and scholarships in ongoing development – PARTIALLY ACHIEVED</p>

Annex 4 – Program outcomes monitoring (updated December 2018)

Outcome	Indicator	Baseline	Progress Achievement (Guide Only)	End of Program Achievement
EoPO 1: Improved literacy and numeracy of Year 1-3 students (girls and boys)	% of Y4 students meeting literacy standards	VANSTA 2009: 25% at expected standard	VESP supported MOET develop and administer a revised VANSTA in October 2017 to 94% of Year 4 and 6 classes. 247 Anglophone and 131 Francophone schools participated in VANSTA.	65% of Year 4 Anglophone students met or exceed the minimum standards for literacy in English 64% of Year 4 Francophone students met or exceed the minimum standards for literacy in French 85% of Year 4 students achieved the minimum standard for numeracy
	% of Y4 students meeting numeracy standards	VANSTA 2009: 50% at expected standard		
IO 1: Schools implementing new curriculum in Years 1-3	% of schools effectively implementing Year 1-3 curriculum	0%	Total: 98% of schools survey reported they are implementing the curriculum in Year 1. 75% of teachers surveyed expressed positive views about the new curriculum.	98% of schools with Year 1-3 classes are currently implementing the new curriculum.
EoPO 2: Children (girls and boys) including those with special need, have access to kindergarten and Years 1-3	Enrolment Rate for Years 1-3 (NER)	2010: Year 1: 37.5% 2010: Year 2: 24.2% 2010: Year 3: 21.8%	2014 Year 1: 50% 2014: Year 2: 40% 2014: Year 3: 35%	2018: Year 1: 74.49% (F: 73.32% M: 75.57%) 2018: Year 2: 76.87% (F:75.46% M: 78.16%) 2018: Year 3: 77.24% (F: 75:93% M: 78.45%)
	% of children with special needs attending kindergarten and Years 1-3	2010: Kindy: 2.5% 2010: Years 1-3: 5.7%	2014: Kindy: 10% 2014: Years 1-3: 10%	There is no current data on disability in Open VEMIS. A disability questionnaire has been prepared and built into OV this year. Training is now being conducted in the provinces with SIOs to help school principals and teachers to capture disability data in OV as of next year 2019. ECCE used to also collect disability data but collection as suspended as the Director Education Services requested a halt due to confusing figures provided in reports. The questionnaire should resolve this issue across all schools.
IO 2: Children (girls and boys) commencing at right	% of children age 6 in Year 1 who attended kindergarten	2010: 53%	K-Year 1: TBC	2018: 66%

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Outcome	Indicator	Baseline	Progress Achievement (Guide Only)	End of Program Achievement
age and transitioning through Years 1-3	Retention rates for Y1 to Y4	2010: Total: 82.2% (girls 81.1% and boys 83.5%)	Year 4 Total: TBC	2018: 91.5% (girls 90.5% and boys 92.5%)
EoPO 3: Effective education service delivery for kindergarten and Years 1-3	% of schools that demonstrate improved school management	2013: 0% were able to demonstrate their performance in relation to the MQS.	2016: 100% of primary schools have undertaken an MQS baseline assessment.	2018: 100% of primary schools have undertaken an MQS baseline assessment.
IO 3: Schools better managing themselves with support from provincial authorities	% of schools demonstrating effective management of school grants	2014: Total: 66% of eligible schools submitted financial returns	2016: Total: 96% of eligible schools submitted financial returns for tranche 1. 2017: Total: 87% of eligible primary schools submitted financial returns for tranche 2.	The school grants criteria for eligible to grants schools grants was progressively more demand in order to link MQS, SIP and reporting. With better provincial support focused on non-compliant schools, and improvement of financial management policies, systems and training.
	% of schools that meet Quality Minimum Standards for community engagement	2013: 0% schools assessed against Standard 13	2016: 37% of schools assessed as meeting MQS 13.	2018: 100% of schools assessed against MQS. All 431 primary schools have been assessed against MQS which includes MQS 13. At present schools are assessed against the standards through monitoring by school inspectors which has not yet fully commenced. Even though some schools have not implemented MQS 13, all of them have been assessed against this standard and been trained on how to implement it. This will form an indicator as part of VESP 2.
	% schools implementing school improvement planning	2014: 2% of primary schools with a School Improvement Plan (SIP)	SIPs submitted to the provincial offices: 2016: 57% of primary schools. 2017: 77% of primary schools.	2018: 95% of schools have submitted a SIP All schools are actually implementing SIP in some ways as a result of VESP support, but some have not submitted reports and requirement expected by Finance. All schools have attended SIP training and developed SIP plan. Implementation as of 2018 is 95%. A total of 5% of the schools are not included due to reports not submitted to PEO office and to the finance office as required, but all schools have done SIP.

